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ABSTRACT

The language curriculum initiated at the Rhode Island School for the Deaf consists of two stated innovations in teaching methods, which are language development through concept formation and application of transformational grammar. Description of the teaching method reveals that aurally handicapped pupils learn to analyze sentence structure by studying the entire sentence as a unit, not in parts. The sentences are said to evolve from any language lesson, whether the concept pertains to arithmetic, science, or social studies. The language program is explained for deaf children at preschool, elementary, and secondary levels. The five basic sentence patterns used in the curriculum consist of a noun phrase and intransitive predicate, a noun phrase and transitive predicate, noun phrase and linking verb with adjective, noun phrase and linking verb with predicate noun phrase, and noun phrase and linking verb with adverb. A brief section introduces stress, pitch, and juncture in sentences. (CB)

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THE LANGUAGE CURRICULUM

RHODE ISLAND SCHOOL FOR THE DEAF

1971

EC 040 474E

LANGUAGE

CURRICULUM

RHODE ISLAND SCHOOL

FOR THE DEAF

----1971----

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LANGUAGE CURRICULUM

Based on Concept Formation

and

Transformational Grammar

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FOREWORD

One very obvious fact that the years have shown us with respect to the education of the deaf, is that there are no simple answers. This curriculum does not attempt to present any simple technique that will solve all the problems of teaching language to deaf children. Rather, it is the result of five years of hard work, on the part of many people, to apply recent thinking in the fields of linguistics and cognitive psychology to classroom procedure.

This experiment has opened up new potentials for deaf children and it is hoped that the curriculum will not become another "method" but allow language based on concept development to be an ongoing, dynamic process in the classroom under the direction of motivated and innovative teachers.

We are encouraged by the interest shown by many schools and hope they find their experience with this Curriculum to be as exciting as it has been for teachers at the Rhode Island School for the Deaf.

Peter M. Blackwell
Providence 1971

PREFACE

The objective of a Language Curriculum is to establish an orderly sequence in the development of skills which will enable the child, first, to understand concepts and language, and second, to use language to express his ideas and feelings.

Strickland says, "Language is of little value without ideas to express, and ideas are themselves, dependent upon language."[1] It is imperative, therefore, that language be developed through meaningful and appropriate presentations. Language acquisition is not a collection of words, but rather words syntactically structured and related to concepts.

In order to incorporate this philosophy in the Language Curriculum, two innovations in the method of teaching language to the deaf child; namely, the development of language through concepts, and the application of transformational grammar were initiated at the Rhode Island School for the Deaf in September, 1967.

Two sources of materials used to initiate this approach were the section "Needed Concepts of the Deaf Child at the Primary Level" from Project Life's Curriculum, and the text New Dimensions in English.[2] There were no other guidelines.

The basic difference in the development of language with Sentence Patterns is that the whole sentence is introduced rather than the parts of a sentence. The pupils learn to analyze the sentence into its parts rather than learning to put the parts together to make a sentence. Therefore, there are no lists of Who, What, Verb, etc. words. Only sentences are used in all lessons, spoken or printed on the blackboard, chart paper, or tagboard strips. The sentences evolve from many language lessons presented by the teacher, whether the concept is from the area of arithmetic, science or social studies.

Since the introduction of this language approach in September, 1967, the Language Curriculum was revised in 1968, and Guides to the Curriculum were written each year. Periodic evaluations of the pupils' language were made, also, each year. This body of material has been incorporated in the third revision of the Language Curriculum and a new Guide to the Language Curriculum.

The systematic application of concept development and transformational grammar since September, 1967, has established the efficacy of this approach in 1971. Language development through concept development is more productive of meaningful, appropriate and useful language, and the use of sentence patterns, or transformational grammar, is helping to make the structure of English sentences more understandable.

Interest in this approach to language was expressed by the Pennsylvania State Oral School in Scranton, Pennsylvania, and the Boston School for the Deaf in Randolph, Massachusetts, where the program was introduced by the consultant in September, 1968, and September, 1970, respectively.

Clara A. Hamel

June, 1971

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[1] Strickland, Ruth G., The Language Arts in the Elementary School, D.C. Heath & Co., Boston, 1957.

[2] Allen, Newsome, etc., New Dimensions In English, McCormick-Mathers Publishing Co., Cincinnati, Ohio, 1966.

ACKNOWLEDGMENTS

The Language Curriculum, 1967, was written with the cooperation of the teachers of the Rhode Island School for the Deaf. A Language Workshop was held from February through May in 1967 in which the following teachers participated and contributed to the first Curriculum: Frances Becker, Barbara Calder, Elizabeth Delude, Nelia Goff, Anna Goldsborough, Judith Kupa, Virginia Macomber, Ethel Rief, Vera Ruckdeshel, Jacqueline Serra, Anna Sullivan, Eleanor Williamson.

Since September, 1967, all the teachers involved in teaching language at the Rhode Island School for the Deaf have contributed in one way or another to the development of the revised Language Curriculum, and the consultant is grateful for their patience during the "growing pains." The success of the program was dependent upon their cooperation and the assistance of the supervising teachers, Nelia Goff and Joyce Witherell.

From the beginning the consultant was encouraged by the support and contributions of Peter M. Blackwell, Principal, and Nelia W. Goff, Head Supervising Teacher. Without their interest and implementation of the program, progress would not have been so steady. The consultant wishes to recognize, in particular, their contributions to the new Language Curriculum; the section, "Stress, Pitch and Juncture in Sentences" by Mrs. Goff, and the sections, "The Five Basic Sentence Patterns" and "Expansions and Transformations", by Mr. Blackwell, all of which add dimensions to the Curriculum.

Acknowledgments would not be complete without recognizing Miss Alice H. Streng, Professor emeritus, Education of the Deaf, The University of

Wisconsin, Milwaukee, and Dr. James H. Galloway, Superintendent emeritus, The Rochester School for the Deaf. Miss Streng inspired the consultant several years ago at a Workshop with the possibilities of a new approach to the development of language with deaf children, and subsequently encouraged her in her efforts. Dr. Galloway presented the opportunity to the consultant to go to the Rhode Island School for the Deaf to work with the teachers, and encouraged by his confidence, the consultant accepted the challenge, and herewith, acknowledges "that's how it all began."

Clara A. Hamel

A PRESCHOOL LANGUAGE PROGRAM

INTRODUCTION

Although transformational grammar, or more specifically, sentence patterns, is not taught in the preschool, it is important that the preschool teacher be cognizant of sentence patterns. Unless the teacher writes the language lessons and is aware of the sentence structure, she will invariably use sentences that are too long, too involved, or just run-on sentences. This awareness of sentence patterns has helped the teacher to control the language without destroying its naturalness. There is no intention rigidly to structure everything the teacher says, but when the language lessons are written with a knowledge of sentence patterns, the teacher uses more variety of sentence structure, and what is more important, the child is learning to lipread precise and complete sentences.

It is hoped that this approach will be understood from the samples of language lessons in the supplement, showing that concepts, vocabulary, and sentence structure can be combined into meaningful and interesting language experiences for the child.

Clara A. Hamel
June, 1971

A PRESCHOOL CURRICULUM

OBJECTIVES

I. A curriculum that provides growth and development in the physical, social, emotional, intellectual and creative areas.

II. A curriculum that provides development of communication skills; namely, language, speech and speech reading.

III. A curriculum that meets the needs of the individual child through wholesome, satisfying relationship between teacher and child.

IV. A program that fosters satisfying teacher-parent relationship through mutual cooperation and understanding.

CURRICULUM

I. Physical growth and development.

  A. Development of small muscles.

    1. Cutting.
    2. Pasting.
    3. Painting (holding brush), crayoning.
    4. Handling fork, spoon, etc.
    5. Buttoning and zipping.
    6. Manipulative toys and games (ex. pegboards).

  B. Development of large muscles.

    1. All outdoor play equipment, such as jungle gym, swings, etc.
    2. Operating vehicles.
    3. Running, jumping, etc.
    4. Large indoor equipment such as planks and blocks.

  C. Development through good health habits.

    1. Physical checkups by school nurse.
    2. Periodic weight and height check.
    3. Daily simple health inspection by the teacher (optional).
    4. Balanced meals.
    5. A nap period after noon lunch.
    6. Outdoor play.
    7. Proper clothing, especially for outdoors.

II. Social and emotional growth and development.

  A. Adjustment to separation from home and parents.

    1. Importance of home contact.

2. Contact fostered by:

    a. Letters.
    b. Phone calls.
    c. Visits to school.
    d. Parent meetings.

B. Sharing.

1. Sharing toys, books, etc.
2. Sharing their own possessions.

C. Handling their feelings of

1. Aggression.
2. Anger.
3. Fear.
4. Hostility.

D. Developing feelings of

1. Adequacy.

2. Belonging.

    a. To his peer group.
    b. To adults involved.

III. Intellectual and creative growth and development.

A. Experiences with materials such as

1. Clay and playdough.
2. Paint and finger paint.
3. Crayons, scissors, paper, etc.

B. Experiences with creative playthings such as

1. Blocks (large and small).
2. Other building equipment.

C. Dramatic play.

1. Dress-up clothes.

2. Housekeeping corner with

    a. Dolls, dishes.
    B. Water play, etc.

D. Rhythm activities.

  1. Use of rhythm instruments.
  2. Finger plays.
  3. Games and dances.

E. Experiences in the areas of

  1. Science. (See "An Introduction to Science Concepts.")

  2. Social Studies.

    a. School grounds.
    b. School personnel.

  3. Literature.

    a. Books.
    b. Magazines for pictures.
    c. Flannelgraphs.
    d. Filmstrips and movies.

IV. Communication skills.

  A. Development of language -- See following pages.

  B. Development of speech and speechreading.

    1. Speech training.
    2. Auditory training.

V. Establishment of routines (appropriate to the program).

  A. Arrival and dismissal routines.

  B. Outdoor play routine.

    1. Area restricted.

    2. Regulations regarding use of equipment.

      a. Only one child rides a tricycle at a time. Two may ride in wagons.
      b. Children sit on swings.
      c. All children must go in same direction on the slide.
      d. Sand should be kept in sandbox.
      e. Child must not jump off see-saw while one side is up in the air.

    3. Children never left unsupervised.

  C. Dinner routine.

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  D. Nap routine.

A LANGUAGE PROGRAM

I. Development of concepts.

  A. Of self.

    1. First names of children.
    2. Identification (boy, girl).
    3. Parts of the body.
    4. Home (place each child lives).
    5. Food (basic foods for breakfast, dinner, supper or lunch). Cooking activities: Making toast, jello, popcorn, etc.
    6. Clothing (basic clothes for boys and girls). Appropriate clothes for different seasons.
    7. Daily activities: Get up, dress, eat breakfast, go to school, go home, play, go to bed, etc.
    8. Feelings: Being happy, sad, sorry, angry, afraid.

  B. Of physical environment.

    1. Home (place where you live). Basic rooms: Kitchen, bathroom, bedroom, living room.
    2. Pets in the home: Care of pet (food, shelter, etc.).
    3. Toys the children play with (indoors and outdoors).
    4. Daily routines at school: Take off coat, etc.; play; paint; go outside; go to lunch; go to speech lesson; go to the bathroom; take a nap; put on coat; etc.
    5. Offices of doctor and dentist.

  C. Of social relationships.

    1. Family members (mother, father, sister(s), brother(s)). Concept of man and woman.
    2. Role of each family member (mother at home, father at work, children at school or at home).
    3. Playmates.
    4. Personnel at school (teacher, nurse, etc.).
    5. Other people: Bus driver, policeman, fireman, mailman.

II. Development of language: vocabulary and sentence sense.

A. Language developed through repetition of commands, statements and questions. See "Receptive Language."

1. Related to the daily routines in school.

Example: Take off your coat, etc.

2. Related to the daily individual needs of the child.

Examples: Turn on your hearing aid.
Wipe your mouth, etc.

3. Related to what is happening.

Examples: David is sick. He didn't come to school.
It's raining, etc.

4. Related to asking for information.

Examples: Who's that?
What's that?
What happened?

B. Language developed through "formal" language lessons.

1. Based on a concept.

2. Sentences controlled by use of Sentence Patterns.

3. Specified vocabulary stressed by repetition.

4. Manipulative materials used to visualize the lesson.

a. Objects (miniature).
b. Flagg family dolls.
c. Instructo stand-up materials such as "Home and Family."
d. Paper dolls.
e. Flannelgraph materials.

C. Language developed through sequence stories.

1. Four or more pictures used to tell a story.

2. Pictures are revealed one at a time.

D. Language developed through other media.

1. One picture involving an activity.

Example: Family having a picnic.

2. Storybooks -- Simplified narration of a story or part of a story.
3. Filmstrips -- Simplified narration of the content of the strip.
4. Stick figure drawings as the story is told.

E. Language developed through an introduction to science concepts.

1. Verbs introduced such as: float, pull, grow, feel, taste, etc.
2. Adjectives introduced such as: hot, cold, dry, wet, sweet, etc.

F. Materials and media.

1. Flagg family dolls.

   Note: Dolls made in Western Germany are more flexible.

2. Objects in miniature: food, animals, furniture, etc.
3. Cut-outs of clothing from flannel.

   Note: Pieces of flannel in different colors can be purchased.

4. Transportation toys: car, bus, boat, airplane.
5. Doll house (separate rooms are better).

   Note: Community Playthings Company is one source.

6. Flannelgraphs from Instructo.
7. Instructo kits such as "Home and Family."
8. Books.
9. Filmstrips and movies.

   Note: Captioned Films for the Deaf have suitable filmstrips.

10. Pictures.
11. Overhead projector and transparencies.
12. Paper, paint, crayons, etc.
13. Materials for cooking: hot plate, toaster, corn popper, spoon, knife, bowl, etc.

14. Materials for science: magnets, magnifying glass, pieces of material, etc.

G. The unplanned lesson that develops language from an unexpected happening.

1. A child who gets hurt.

2. An accident on the street outside the school.

3. An unexpected visitor.

4. A stray dog comes to school, etc.

RECEPTIVE LANGUAGE THROUGH REPETITION OF COMMANDS, STATEMENTS AND QUESTIONS

Words underlined are the ones stressed to develop vocabulary.

Hello, (*child's name*).
Goodbye.
It's time to go *home*.
You will go in a *car* (or *bus*).

Take off your *coat* (*cap*, etc.).
Put on your *coat* (*cap*, etc.).
Hang up your *coat* (*cap*, etc.).

Put on your *hearing aid*. Turn it *on*.
Take off your *hearing aid*. Turn it *off*.

Sit down.
Come.
Walk. Don't run.

Put away your *toys* (*book*, *dolls*, *blocks*, etc.).
It's time to go *outside*.
Open the *door*.
Shut the *door*.
Go to the *bathroom*. Flush the *toilet*.
Wash your *hands*. Turn on the *water*. Turn off the *water*.

Dry your *hands*.
Blow your *nose*.

It's time for *speech*.
Go to Miss _____.
It's time to go to the *piano*.

It's time for *juice*.
Drink your *juice*.
Eat your *cracker*.

It's time for *dinner*.
Fold your *hands*. "Thank you, God. Amen."

Eat your *meat* (*potatoes*, etc.).
Drink your *milk*.
Eat your *bread*.
Wipe your *mouth*.
Do you want some more _____ (etc.)?

It's time to *sleep*.
Lie down. (On the cot or pad.)
Shut your *eyes*. Go to sleep.

Pull up your blanket. (If used.)
Fold your blanket. (If used.)
Get up.
Put on your shoes.
Comb your hair.

We're going for a walk.
We're going to see the nurse.
We're going to see the doctor.
We're going to see the dentist.

Where is _____ (John, etc.)?
Where is your _____ (coat, etc.)?
Who _____ (came, fell)?
Who is that?
What is that?
What happened?
How many? (Cups at juice time; cookies; etc.)

Expressions:

Hi; Hello.
Wait a minute.
Stop that.
Okay.
Look at me.
Watch me.
Never mind.
Thank you.
I'm sorry.
Please.
After awhile.
Let me see.
Show me.
Yes.
No.
I know.
Let's go.
Ouch!
Good-bye.

LANGUAGE LESSONS -- SAMPLES

NUMBER 1

Introducing the Family

Materials Needed	Vocabulary Stressed
Flagg family dolls	Mother
House or a facade of a house	Father
Chair (doll size)	Boy (Paul)
	Girl (Mary)
	Baby
	House

This is mother. This is father. This is Paul. He is a boy. This is Mary. She is a girl. This is the baby. They live in a house.

Father went to work. He went in the car. Mother said, "Good-bye." Paul and Mary said, "Good-bye."

Paul and Mary went to school. They went in the bus. Mother said, "Good-bye." Paul and Mary waved to mother.

Mother sat in the chair. She held the baby. The baby went to sleep.

NUMBER 2

Getting Ready for School

Materials Needed

- Flagg family dolls
- Cutouts of:
  - Pants
  - Shirt
  - Dress
  - Shoes
- Toothbrush
- Comb
- Washcloth, towel and soap
- Two small beds if available
- Miniature bathroom set

Vocabulary Stressed

- Mother
- Boy (Paul)
- Girl (Mary)
- Face
- Hands
- Hair
- Teeth
- Pants; shirt
- Dress; shoes
- To get up
- To wash
- To put on

Paul and Mary were in bed. Mother said, "Get up, Paul. Get up, Mary."

Paul got up. He washed his face. He washed his hands. He had soap, a washcloth, and a towel. He brushed his teeth. He combed his hair.

Paul put on his pants and shirt.

Mary got up. She washed her face. She washed her hands. She had soap, a washcloth, and a towel. She brushed her teeth. She combed her hair.

Mary put on her dress and shoes.

Paul and Mary ate breakfast.

They said, "Good-bye, Mother." They went to school.

Note: This story is suitable for dramatization.

NUMBER 3

The Family at Home

Materials Needed

- Flagg dolls
- Room with furniture appropriate for living room with dining area
- Dog

Vocabulary Stressed

- Mother
- Father
- Boy (Paul)
- Girl (Mary)
- Baby
- Chair
- Dog
- Hello

Mother sat in the chair. She held the baby.

Paul and Mary came home from school.

Mother said, "Hello, Paul. Hello, Mary."

Paul said, "Hello." Mary said, "Hello."

Paul and Mary played with the dog.

Father came home. Paul and Mary said, "Hello."

Father held the baby.

Mother said, "It's time for dinner."

Paul, Mary, Father and Mother sat down. They ate dinner. The baby played on the floor. The dog watched the baby.

Note: Repetition of vocabulary of story Number 1.

NUMBER 4

Mary and Paul Go to School

Materials Needed	Vocabulary Stressed
Flagg family dolls	Mother
Dolls for pupils and teacher	Boy(s); Girl(s)
Bus (if possible)	Teacher; school
Toy chairs	Flag; flower
A flower	To sit down
A flag	Good-bye

This is Mother. This is Mary. This is Paul. Mother said, "It's time to go to school."

The bus came. Mother said, "Good-bye." Paul said, "Good-bye." Mary said, "Good-bye."

Paul and Mary got on the bus. They sat down. They rode to school.

Mary had a flower. She gave the flower to her teacher. Miss _____ said, "Thank you, Mary."

More boys and girls came to school. _____ (name of pupil) came. _____ came. _____ came. The boys and girls sat down.

Mary held the flag. The boys and girls stood up.

Mary said, "I love the flag."

NUMBER 5

Breakfast Time

Materials Needed	Vocabulary Stressed
Instructo flannelgraph	Mother, Father
Figures of:	Boy, girl
Mother, Father	Knife, fork
Boy, girl	Juice, milk
Knife, fork	Toast, eggs
Juice, milk	To drink
Toast, egg, butter	To eat

Mother said, "Come. Eat your breakfast."

Mary had juice. She drank it. Paul had juice. He drank it. Mother and Father had juice. They drank it.

Mary and Paul had milk. They drank it. Mother and Father had coffee. They drank it.

They had toast and eggs. Mary put butter on the toast. She ate it. Paul put butter on the toast. He ate it.

Mother and Father ate toast and eggs.

Note: Can stop here. The following is optional, depending on interest and attention.

Mother said, "Use your napkin, Mary. You have some egg on your mouth."

Mary wiped her mouth. Paul wiped his mouth. Father said, "That was a good breakfast."

Father went to work.

Paul and Mary went to school.

NUMBER 6

Mother Gives Baby A Bath

Materials Needed

- Baby doll
- Small tub
- Soap
- Washcloth
- Towel
- Baby bottle (optional)
- Toy in tub (optional)

Vocabulary Stressed

- Mother
- Baby
- Bath, water
- Face, arms, hands, feet
- To wash
- To dry or to wipe
- To put in and take out

This is a baby. This is a tub. This is soap, a washcloth, a towel.

Mother puts water in the tub. The water is warm.

Mother puts the baby in the tub. Mother washes the baby's face. Mother washes the baby's arms and hands. Mother washes the baby's feet.

Mother takes the baby out of the tub. Mother dries the baby's face. Mother dries the baby's arms (pause), and hands (pause) and feet.

Mother gives the baby a bottle.

Optional:

The baby has a duck. The baby plays with the duck.

NUMBER 7

Making Toast

Materials Needed

Toaster
Bread
Butter
Knife
Napkins

Vocabulary Stressed

Bread
Toast
Hot, cold
Toaster
Butter
Knife
To put in
To take out
To eat
Good or to taste good

We will make some toast.

This is a toaster. It is cold. We will make it hot. (Plug in.)

This is bread. The bread is white. This is butter. The butter is yellow.

_____ (name of pupil), put some bread in the toaster.

The toaster is hot. (Each child holds hand over toaster to feel the heat.)

_____ (name), take out the toast.

The toast is brown. (Show white piece of bread to contrast with toast.)

_____ (name), butter the toast.

_____ (name), put some bread in the toaster. (Continue procedure until all have participated and enough toast has been made.)

Now we will eat the toast. It's good (or it tastes good).

Note: For children who can count, determine how many pieces are needed.

For children who are learning word recognition, after the activity a chart story is written and the past tense is used.

Example:

We made toast.
We had a toaster, some bread and some butter.
We put the bread in the toaster. The bread was white.
We took the bread out of the toaster. The toast was brown.
We put butter on the toast.
We ate the toast.
It was good.

NUMBER 8

Fun on the Playground

Materials Needed

Flagg dolls
Miniature slide, swing, see-saw and merry-go-round (This is a set made in West Germany.)

Vocabulary Stressed

Slide
Swing
See-saw
*Merry-go-round
Boys, girls
To sit
To push
Up, down

This is a swing.

A girl sat on the swing.

A boy pushed her.

This is a slide.

A boy walked up the steps.

He sat down.

He slid down the slide.

This is a see-saw.

A boy and a girl sat on the see-saw.

They went up and down, up and down.

The boys and girls had fun.

Note #1: For children who are learning word recognition, a simple chart should be written.

Example:

The boys and girls played outside.
A girl sat on the swing.
A boy sat on the slide. He went down.
A boy and girl sat on the see-saw. They went up and down.
The boys and girls had fun.

Note #2: This lesson can be followed by one on the real play equipment outdoors.

*Omit for the first lesson, especially if there is none on the outdoor playground.

NUMBER 9

Paul and Mary Go to a Farm

Materials Needed	Vocabulary Stressed
Flagg family	Mother, Father
Car	Boy, girl (names)
Toy cat	Car
Toy dog	Cat, dog
Toy cow	Cow, horse
Toy horse	Went
Barn	Saw

Mother, Father, Paul and Mary went in the car. They went to a farm.

The dog barked. They got out of the car. Paul patted the dog. The dog said, "Bow-wow."

Mary saw a cat. Mary held the cat. The cat said "Meow, meow."

Paul and Mary went to the barn, They saw a horse. They saw a cow. The cow said, "Moo, moo."

Mary and Paul liked the cow, and the horse, and the dog and the cat.

Mother said, "Come. We will go home."

Mother, Father, Paul and Mary got in the car. They went home.

NUMBER 10

A Pumpkin for Halloween

Materials Needed	Vocabulary Stressed
Pumpkin	Pumpkin
Knife	Orange (color)
	Eyes
	Nose
	Mouth
	To cut

I went to the store. I bought this pumpkin. The pumpkin is orange. The pumpkin is hard. (All feel it.)

I will cut two eyes.

Now I will cut a nose.

Now I will cut a mouth. (Teacher does this; children see the seeds in the pumpkin.)

(Darken the room and put a flashlight inside the pumpkin.) See the eyes, the nose, the mouth. The pumpkin has a funny face.

Note: Children might draw their own pumpkin with eyes, nose and mouth.

NUMBER 11

Making Jello

Materials Needed

Bowl
Spoon
Measuring cup
Water
Jello

Vocabulary Stressed

Bowl
Spoon
Water
Jello
Pour, stir
Hot, cold

Put materials on the table. Children sit around the table. Each child participates in the process of making the jello, taking turns near the teacher so that the bowl doesn't have to be pushed around.

Teacher: _____ (child's name), put the jello in the bowl.

The water is hot.

I will pour the water in the bowl.

_____ (name), stir the jello. (Let each one stir.)

The jello is red (or whatever color).

_____ (name), pour the cold water in the bowl.

_____ (name), stir the jello again.

The jello is not hot. It is cold.

We will put the jello in the refrigerator.

Later, take jello out of the refrigerator. Show the children the jello will not pour. It is hard.

Serve the jello and eat it.

Repeat: The jello is cold.

The jello is red.

The jello is good.

Note: Same procedure for making pudding, etc.

NUMBER 12

We Eat Fruit

Materials Needed

Banana
Orange
Apple
Knife
Napkins

Vocabulary Stressed

Banana - yellow
Orange - orange
Apple - red
Knife
Cut
Eat
Smooth
Peel (Lower School)
Like (Lower School)
Fruit (Lower School)

I went to the store. I bought something. (Show bag. Take each fruit out one at a time.)

This is a banana. It is yellow. Feel the banana. (Each child feels the skin.) It is smooth. This is a knife. Do I use a knife to peel the banana? (Indicate use, but fingers can be used. Peel the banana.) I peeled the banana. (Cut in pieces, one for each child.) I cut the banana.

This is an orange. It is orange. Feel the orange. (Each child feels it.) It is smooth. Do I use a knife to peel the orange? (Indicate I can, but I can also use my fingers.) I peeled the orange. (Break the orange in sections.) I did not cut the orange.

This is an apple. It is red. Feel the apple. (Each child feels it.) It is smooth. Do I use a knife to peel the apple? (Indicate I do, I can't use my fingers.) I peeled the apple. I cut the apple.

(Call attention to the skins and the fruit. Match the skins to the fruit. Call attention to the seeds in the apple, seeds in the orange if there are some and the tiny ones in the banana. Give each child a piece of fruit.)

Eat the banana, the orange and the apple.

NUMBER 13

Making a Snowman

Materials Needed

Snow
Boy and girl dolls
Small hat (made out of construction paper)
Piece of cloth for a scarf

Vocabulary Stressed

Snow
Snowman
Head; eyes, nose, mouth
Hat, scarf
Cold
Made

Paul and Mary went outside. They made a snowman. Mary made a ball. Paul rolled it and made a big ball.

Mary made another ball. Paul put the ball on the big ball.

Mary made a nose (miniature carrot), and eyes (small raisins) and a mouth (draw line ⌣).

Paul put a hat on the snowman. Mary put on a scarf.

Paul's hands were cold. Mary's hands were cold. The snow was cold.

Note: Repeat the lesson outside with the pupils making a big snowman. Observe it disappear when the sun melts it.

NUMBER 14

Fun in the Pool

Materials Needed

Flagg dolls or others (Mother, boy, girl)
Foil pan with water (Paint bottom blue.)
Ping-pong ball (beach ball)
Piece of thin foam rubber (raft)

Vocabulary Stressed

Boy - Bobby
Girl - Lori
Pool
Water - wet
Ball
Throw, jump
Swim, dry
Towel

Bobby put on swim pants. Lori put on a swim suit.

This is a pool. Water is in the pool. This is a ball. It floats. This is a raft. It floats.

Bobby went in the pool. He jumped up and down. Lori went in the pool. She jumped up and down. Bobby threw the ball to Lori. Lori threw the ball to Bobby.

Bobby lay on the raft. He floated. Lori pushed the raft. Lori lay on the raft. She floated. Bobby pushed the raft.

Mother came. She said, "That's all. Get out of the pool." Mother gave Lori a towel. She gave Bobby a towel. Bobby and Lori were wet. Lori dried her face, and arms and legs. Bobby dried his face, and arms and legs.

They went in the house.

LIST OF SUGGESTED TITLES FOR LANGUAGE LESSONS

I. Related to self and family

1. Mary and Paul Go to Bed
2. Mother Washes Mary's Hair
3. Paul Gets a Haircut
4. Setting the Table
5. Washing and Wiping Dishes
6. A Shopping Trip for Clothes
7. Mother Goes to the Store for Food
8. The Family Go to Church
9. The Family Go for a Ride in the Car
10. Fun at the Beach
11. Fun in the Park
12. A Trip to the Zoo
13. A Picnic
14. The Pet Shop
15. The Circus
16. A Birthday Party for Mary
17. A Visit to Grandma's House
18. Paul's Dog (Care of _____)
19. Mary's Cat
20. Paul Rides a Horse on the Farm
21. Father and Paul Go Fishing
22. Father Brings a Surprise (Rabbit, etc.)
23. A Weekend at Grandma's
24. Mother Washes Clothes
25. Father Washes the Car

26. Company for Dinner
27. Planting Flowers
28. Father Goes Away in an Airplane
29. Flying a Kite
30. Mary Stays in Bed (Ill)

II. Related to seasonal events

1. Valentine's Day
2. The Easter Rabbit
3. Clothes for Easter
4. Fun on Halloween
5. Thanksgiving Dinner
6. Santa Claus Comes
7. (Special events significant to the school)

III. Related to school and community

1. Mother Visits School
2. A Party at School
3. Playing Games at Recess
4. A Visit to the Doctor
5. The Policeman Helps a Little Boy
6. The Mailman Brings a Letter
7. The Teacher Receives a Package
8. The Corner Store
9. A Ride on the School Bus

IV. Related to food and cooking

1. Making Popcorn
2. Making Applesauce

3. Cooked and Raw Apples
4. Cooked and Raw Carrots
5. Fruit (peeling, cutting, squeezing)
6. Oranges and Grapefruit (size, color, taste)
7. Making Kool-Aid
8. Making Pudding
9. Making Cocoa
10. Cracking Nuts (different kinds)
11. Decorating Cookies
12. Making Sandwiches
13. Coloring Eggs at Easter
14. Cooking Eggs (scrambled, hard-boiled, etc.)
15. Making Popsicles
16. Making Cookies

SEQUENCE STORIES

SAMPLES

Sequence stories are language lessons. Just like the samples of the language lessons, certain vocabulary is stressed in each lesson, sentences are structured in the five basic Sentence Patterns and content relates to a meaningful concept.

The following pages illustrate three sequence stories that have been taught successfully. Many books are available, but not all lend themselves to use in developing language. Discrimination is required to select stories that can be adapted to an interesting and meaningful story. Vocabulary, sentence structure and concepts must be considered. The suggested list of titles is the result of reviewing many stories, mostly the 25 cent books available in supermarkets, drugstores and department stores. Frequently two books are needed to develop a sequence of pictures.

The publishers of the following titles are: Rand McNally and Company, Whitman Publishing Company, Golden Press, Wonder Books. A few of the books are 35 cents.

1. Little Joe's Puppy
2. Five Beds for Bitsy
3. The Little Red Boot
4. A Brown Puppy and a Falling Star
5. Fluffy
6. The Gingerbread Man
7. Davey's Wiggly Tooth
8. The Runaway Pancake
9. Timothy Tinker
10. The Treasure Trunk
11. The Best Surprise of All
12. I Play in the Snow
13. The Two Too Twins
14. A Visit to the Doctor
15. A Visit to the Dentist
16. The Happy Surprise
14. The Golden Egg Book
18. The Little Red Bicycle
19. Peter, Pat and the Policeman
20. Crosspatch
21. Daniel's New Friend
22. Jiggers
23. Try Again, Sally
24. Two Stories About Wags
25. Jim Jump
26. Christopher's Hoppy Day
27. The Fire Dog

28. Two Stories About Lollipop
29. The Magic Clothes Basket
30. Mailman Mike
31. Surprise for Mrs. Bunny
32. Tommy's Tooth
33. Fussbunny
34. Kate and Kitty
35. Lost Kitten
36. Hop Away Joey
37. Peppermint
38. A Walk with Grandpa
39. A Visit to the Hospital
40. Bobby's Birthday
41. Pockets (as it is)
42. Pet Parade
43. Runaway Baby Bird
44. Chatty Baby

SEQUENCE STORY NUMBER 1

"Little Joe's Puppy"

From this book, six pictures were cut, mounted and arranged in the following sequence:

1. Joe with his cap in his hand running outside.
2. Joe looking in the doghouse for his puppy.
3. Joe in the house getting a large magnifying glass.
4. Joe looking in a hole in the steps with his glass.
5. Three pictures seen through the glass -- (1) the puppy's eye, (2) the puppy's tail, (3) the puppy's front paws. These should be revealed one at a time.
6. Joe watching the puppy coming out at one end of the steps.

The narration for each picture is as follows:

1. Joe played outside.
2. He looked for his dog. Tuffy was not in the doghouse.
3. Joe got a big glass.
4. He looked in the hole.
5. He saw a big eye. He saw a tail. He saw two paws.
6. Joe found Tuffy. Tuffy was happy.

This is a delightful story and one that three and four-year-olds watch intently. The teacher should have a large magnifying glass to show the children and allow them to look at objects through it.

After the story has been told, each child can be given the opportunity to arrange the pictures in the correct sequence.

The same story can be used with children who are learning to read, with the above sentences printed on strips of tagboard to be read and placed under the appropriate picture. The same sentences can be given through speech reading.

This is a language lesson, but it is also a science lesson that can be expanded in future lessons.

SEQUENCE STORY NUMBER 2

"A Visit to the Doctor"

From this book, eight pictures were cut, mounted and arranged in the following sequence:

1. Tom and his mother sitting in the doctor's waiting room. A nurse is in the doorway motioning them to come.
2. Tom on the scales and the nurse weighing him.
3. The doctor listening to Tom's breathing with a stethoscope.
4. The doctor looking in Tom's mouth.
5. The doctor looking in Tom's ear.
6. Tom with a thermometer in his mouth.
7. The doctor and nurse waving good-bye.
8. Tom and his mother with hats and coats on and Tom waving back.

The narration for each picture is as follows:

1. Tom and his mother went to the doctor.
2. The nurse weighed Tom.
3. The doctor listened to Tom's heart.
4. The doctor looked in his mouth.
5. The doctor looked in his ears.
6. The nurse took his temperature.
7. The doctor said, "You are very well. Good-bye."
8. Tom said, "Good-bye, Doctor." Tom and his mother went home.

When the story was told to three and four-year-olds, pictures 1, 4, 5, 7 and 8 were used. The vocabulary stressed was:

Mother
Doctor - nurse
Mouth
Ears

Well
Good-bye
Went
Looked in

All of the pictures are used with older children, including additional vocabulary. Obviously, pictures 2, 3, 4, 5 and 6 do not have to be in that specific order.

The same story can be used with children who can read, with the above sentences printed on strips of tagboard. The same sentences can be given through speech reading.

This is a language lesson, but it is also a health lesson.

SEQUENCE STORY NUMBER 3

"Five Beds for Bitsy"

Two books were needed to develop the sequence of this story. From the two books, it was possible to arrange two stories, one a sequence of six pictures for the three and four-year-olds and another a sequence of fourteen pictures for older primary children.

A. The sequence of six pictures is as follows:

1. A picture of the puppy.
2. Puppy sleeping in a small basket.
3. Puppy eating from a bowl.
4. Puppy with a slipper in his mouth.
5. Puppy with mouth open to catch a ball in the air.
6. Little boy holding his puppy.

The narration for each picture is as follows:

1. This is a puppy.
2. The puppy is sleeping.
3. The puppy is eating.
4. The puppy is playing with a slipper.
5. The puppy is catching a ball.
6. The little boy loves his puppy.

B. The sequence of fourteen pictures is as follows:

1. Little boy in pajamas and robe running downstairs.
2. Mother giving him a birthday present.
3. The present opened revealing a puppy in a fruit basket.
4. The little boy holding and loving the puppy. (This is the same picture that is last in the six-picture sequence.)
5. Puppy sleeping in the fruit basket.
6. Puppy is larger and fruit basket is too small.
7. Puppy in a picnic basket.
8. Puppy is larger and picnic basket is too small.
9. Puppy in a market basket.
10. Puppy is larger and market basket is too small.
11. Puppy in a large garden basket.
12. Puppy sitting in the garden basket.
13. Little boy and dog now and a large wash basket which is too small.
14. The dog lying on a rug.

The narration for each picture printed on strips of tagboard is as follows:

1. Paul ran downstairs. It was his birthday.
2. Paul's mother gave him a present.
3. The present was a puppy.
4. Paul loved his puppy. The puppy's name was Bitsy.
5. Bitsy slept in a small basket.
6. Soon the basket was too small.
7. Bitsy slept in a big basket.
8. Soon the basket was too small.
9. Bitsy slept in a bigger basket.
10. Soon the basket was too small.

11. Bitsy slept in a bigger basket.

12. Soon the basket was too small.

13. The biggest basket was too small.

14. Bitsy slept on a big rug. He was not a puppy anymore. He was a big dog.

This sequence of fourteen pictures can be reduced for three, four and five-year-olds as fourteen pictures are too many for young children. The sequence is as follows: Pictures 1, 2, 3, 4, 5, 13 and 14. This sequence is a more obvious concept of growth, for number 5 is a puppy and number 13 is a grown dog.

The use of this story at different levels is an example of the spiral technique in learning, even to the comparison of adjectives big, bigger and biggest when that is taught.

AN INTRODUCTION TO SCIENCE CONCEPTS

OBJECTIVES

I. To introduce simple science concepts through demonstrations.

II. To make the young child aware of *how* things happen and *why* things happen to the extent possible.

III. To arouse the child's curiosity in his environment.

PROCEDURE

For each simple demonstration:

I. Assemble the materials.

II. Use any vocabulary familiar to the children in presenting the materials.

III. Demonstrate the concept.

IV. Allow the children to participate actively when possible.

V. Follow up with pictures from books or magazines that illustrate the concepts. This may be at the time or at a later time.

MATTER

I. Materials that dissolve and do not dissolve

  A. That dissolve

    1. Jello

    2. Lump of sugar

    3. Soap flakes, etc.

    Note: They dissolve faster in *hot* water.

  B. That do not dissolve

    1. Piece of apple

    2. Nuts

    3. Seeds, etc.

II. Materials that float and do not float
  A. That float
    1. Cork
    2. Plastic toy
    3. Rubber ball
    4. Ice cube
  B. That do not float
    1. Marble
    2. Orange
    3. Penny, etc.

III. Materials that are heavy and light by weight
  A. Heavy materials on one scale
    1. Apple, then two apples, then three apples
    2. Wooden blocks
    3. Stones
  B. Light materials on another scale
    1. Cork
    2. Cotton
    3. Feathers
  C. Lift objects to learn concept of heavy and light
    1. Rubber ball and a rock
    2. Books and a sweater

IV. Materials can be smelled (Cover eyes.)
  A. Some have an odor
    1. Onion sliced
    2. Banana, orange, lemon
    3. Chocolate, coffee
    4. Rose (flower)

- B. Some do not have an odor
    - 1. Water
    - 2. Plain piece of paper, etc.

V. Materials can be felt

- A. Materials that are rough
    - 1. Wool cloth
    - 2. Bark of a tree
    - 3. Hair brush, etc.
- B. Materials that are smooth
    - 1. Silk or cotton cloth
    - 2. Polished wood
    - 3. Soft sponge
    - 4. Feathers, etc.

VI. Materials can be tasted

- A. Some taste sweet
    - 1. Sugar, honey, jelly
    - 2. Candy
    - 3. Some fruits
    - 4. Cookies, etc.
    - 5. Ice cream
- B. Some taste sour
    - 1. Pickles
    - 2. Lemon
    - 3. Vinegar (salad dressings)
- C. Some taste salty
    - 1. Salt
    - 2. Salted crackers and nuts

VII. Materials under a magnifying glass

- A. To see the particles of
  - 1. Salt and sugar
  - 2. Sand and dirt, etc.
- B. To see the details of
  - 1. Snowflake
  - 2. Drop of water
  - 3. Veins on a leaf
  - 4. Center of a flower, etc.

VIII. Materials that freeze and melt

- A. Snow melts -- becomes water
- B. Ice melts -- becomes water
- C. Water freezes -- becomes ice

Note: Melting is faster over heat. Put a pan of snow or ice on a hot plate and another pan in room temperature.

Freezing is fast in a refrigerator.

FORCE

I. Magnets pull some things, but not all things

- A. Magnets pull (attract):
  - 1. Clips
  - 2. Nails
  - 3. Filings, etc.
- B. Magnets do not pull:
  - 1. Paper
  - 2. Wood
  - 3. Glass

II. People push and pull things.

   A. Heavy things are easier to push.

   B. Animals can pull heavy things.

ANIMALS

I. Some animals are pets.

   A. If possible, get a live animal.

      1. Rabbit

      2. Kitten

      3. Turtle

      4. Fish

   B. Show that we take care of animals.

      1. We feed them.

      2. We keep them clean.

      3. We make a bed for them.

      4. We play with them.

II. Some animals live on a farm.

   A. If possible, visit a farm to see the different animals. If not possible, use farm animals and barn to make a farm on a table.

   B. Animals help people. (We get food such as meat, milk.)

III. Animals move differently. (They fly, swim, run, hop, walk.)

IV. Animals have different coverings. (Some have fur, some feathers, shell.)

V. Animals grow. Baby animals grow and change.

   A. Kitten -- cat

   B. Puppy -- dog

   C. Chick -- chicken

   D. Colt -- horse

   E. Calf -- cow

PLANTS

I. Plants grow from seeds.

  A. There are different kinds of seeds.

    1. Seeds in fruit (apple, orange, etc.)

    2. Seeds in vegetables (beans, peas)

    3. Seeds from flowers

    4. Seeds from trees and bushes

  B. Plants need

    1. Water

    2. Sun

    3. Air

    Note: Start two plants. Give one water, sun and air and the other no water, sun and air to observe that one grows and the other does not grow.

II. Some plants are eaten and some are not eaten.

  A. Vegetables and fruits are eaten.

  B. Flowers, bushes are not eaten.

  C. Some vegetables are eaten either raw or cooked, some only cooked.

  D. Fruits can be eaten raw or cooked.

LIVING AND NON-LIVING THINGS

I. Boys and girls are living things; men and women are living things.

  A. People are living because

    1. They breathe.

    2. They eat and drink.

    3. They grow.

    4. They can walk, run, etc.

    5. They can talk.
    6. They can laugh, cry, etc.
  B. Dolls are not living because
    1. They do not breathe.
    2. They do not grow, etc.

II. Animals are living things.
  A. Animals are living because
    1. They breathe.
    2. They eat and drink.
    3. They grow.
    4. They move (walk, etc.).
    5. They make sounds.
  B. Toy animals are not living because
    1. They do not breathe.
    2. They do not eat or drink.
    3. They do not grow.

III. Children grow.

Measure height and weight of each child in September and May.

EXPECTED VOCABULARY

It is difficult, if not impossible, to list the vocabulary of a preschool class since a generalization is misleading. One child may comprehend many words through speech reading and speak them; another may speech read many words but speak relatively few; still another may speech read only a limited number of words. This lack of ability to speech read may or may not be related to the child's intelligence. The amount of residual hearing and/or the early use of amplification are other variables, as well as the parents' supportive role at home.

With these variables in mind, the following "expected vocabulary" is included as a guide for the teacher. Therefore, this is the vocabulary of a child of average intelligence and average speech reading ability who has had a concentrated language program in the preschool for two or three years.

The vocabulary has been listed according to the three major concept areas. Geographical location of the school may necessitate omitting some words and including others.

DEVELOPMENT OF CONCEPTS OF SELF

I. Names of the children in the class

II. Boy and girl (self and classmates)

III. Parts of the body

Face, eyes, nose, mouth, ears, tongue, tooth-teeth, hair

Arms, hands, thumb, fingers, legs, feet, toes, knees

IV. Home

Home, door, key, window

Table, chair, stove, sink

Knife, fork, spoon, napkin, plate, glass, cup

Bathroom, toilet, tub, towel, water, washcloth, soap, toothbrush, comb, brush

Bed, pillow, blanket

TV, telephone, book, lights, clock, couch (sofa), mirror

V. Food

Juice, toast, cereal, egg, milk, cocoa

Meat, gravy, hot dog, bread, butter, fish, turkey

Apple, orange, banana

Cookie, (birthday) cake, ice cream, candy, lollipop, popcorn

Jello, pudding, jelly or jam

Carrots, corn, potatoes, soup, sandwich

Salt, sugar

VI. Clothing

Shoes, socks, pants, dress, shirt

Sweater, hat, cap, coat, pocketbook or purse

Boots, gloves, mittens, watch, bow, ring

Pajamas

Hearing aid, glasses

VII. Daily routines and activities at home

This vocabulary is listed under "Receptive Language."

VIII. Feelings and other adjectives

Sad, happy

Good, bad, cross, sorry

Afraid, sick, well, sleepy, tired

Hot, cold

Old, new, broken

Dirty, clean

Hard, soft

Big, little

Pretty, wet, dry, sunny, cloudy

DEVELOPMENT OF CONCEPTS OF SOCIAL RELATIONSHIPS

I. Family members

Mother, Father (Mommy, Daddy)

Baby, brother, sister, grandmother, grandfather (grandma, grandpa)

II. Roles of family members

Father at work

Mother at home (wash clothes, wash dishes, cook)

Children at school

III. Playmates

Classmates' names

News of brothers and sisters

IV. School personnel. This depends on the people with whom the child has frequent contact.

Teacher's name

Supervising Teacher or Principal

Nurse

V. Other people

Bus driver (Some come on school buses.)

Doctor, dentist

Fireman, policeman, mailman

DEVELOPMENT OF CONCEPTS OF PHYSICAL ENVIRONMENT

I. Room at home

Kitchen

Bathroom

Bedroom

Living room

II. School

Chair, table, mats (for napping), basket (wastebasket), lights, door, window

Crayons, paper, scissors, paste

Teacher's desk, bathroom

Upstairs, downstairs, outside

III. Pets

Dog, cat, bird, rabbit, fish, turtle, puppy, kitten

IV. Farm animals and others

Horse, cow, chicken, duck, pig, sheep

Monkey, elephant, squirrel

Farm, barn

V. Toys and play equipment

Doll, ball, bike, boat, wagon

Blocks, balloon

Swing, slide, see-saw

VI. Transportation

Car, bus, airplane, boat, truck

VII. Nature

Sun, snow, rain, wind, sky

Flower, tree

VOCABULARY OF VERBS, ADJECTIVES, ADVERBS AND PRONOUNS RELATED TO THE PRECEDING CONCEPTS

I. Colors

Red, yellow, blue, green, orange, black, brown, white, pink

II. Numbers

One through five or possibly more

First

Last

III. Pronouns

I, you, we

IV. Adverbs

Up, down

Over, under

On, off

V. Verbs

Come, go, see, sit

Walk, run, ride, fall, march

Eat, drink

Wash, brush, comb

Put on, take off, put in, take out

Open, close, cut, break

Watch, look at

Play with, blow, stir

Cry, cough

Love, know

Pull, push

"Thank you"

Have, is

VOCABULARY RELATED TO SPECIAL HOLIDAYS

These are the basic words such as Santa Claus, Christmas tree, Easter Bunny, etc.

DESCRIPTION OF THE SPIRAL TECHNIQUE

WITH THE LESSON "WE EAT FRUIT"

This lesson was told in four classes in January, 1969. Two of them were first year children in the Preschool, three and four years of age; one a second year class, age five; and one a class in the second year of the Lower School, ages seven and eight.

In the first year classes, the lesson was presented as written with the following stressed:

1. Matching the colors of the fruit, yellow, orange and red, to those colors in their clothing, and the teacher speaking the colors.

   One little boy indicated the green side of the apple matched his sweater.

2. Matching the skins of the fruit to the peeled fruit, and the teacher speaking the names of the fruit.

3. Indicating which fruit had the apple seeds. (The orange used was seedless.)

4. Matching the real fruit with pictures of the fruit.

This lesson introduced the vocabulary banana, orange and apple and repeated the colors yellow, orange and red previously introduced since September.

The teacher will continue to repeat the fruits and colors in succeeding lessons and when opportunities present themselves.

In the second year class, the lesson was presented as written with the following results:

1. The children knew and spoke the words yellow, apple, knife.

2. They readily matched the colors to the smallest detail, such as a stripe on a belt, and indicated one child's blue shirt did not match.

3. One child said finger when the question of the need of a knife was indicated.

4. All attempted to repeat banana, orange and apple after the teacher. This was also true of the three colors.

5. The following sentence was printed on the board at the conclusion of the lesson:

   Miss Hamel brought a banana, an orange and an apple.

This is the introduction of the symbolic form of the three fruits

In succeeding lessons, the symbolic form of the three fruits will be repeated to establish word recognition. The verb ate will be taught in relation to other foods that can be presented in other lessons.

In the second year Lower School class, the lesson was presented as follows:

1. Instead of "This is a banana. It is yellow," the questions were asked:

   What is this?
   What color is it?

   (All the children knew.)

2. Instead of "It is smooth," the question was asked:

   How does the banana feel?

   (All the children knew. They knew smooth as the concept, and the word had been taught in a science lesson.)

3. The verb peeled was taught, this being a new verb.

4. The procedure for orange and apple was the same as 1, 2 and 3.

5. The question was asked:

   Do you like banana, etc?

   The pupil answered:

   Yes, I like _____.
   No, I don't like _____.

6. A new word, fruit, was taught at the conclusion of the following work at the board:

   (a) These questions were printed on the board, one at a time, and the answers were printed by the teacher one at a time.

       Who came?
       What did Miss Hamel bring?
       How do the apple, the orange and the banana feel?
       What did Miss Hamel do?
       What did Miss Hamel cut?
       What did you do?
       Do you like banana, orange and apple?

(b) These were the answers:

Miss Hamel came.
Miss Hamel brought an apple, an orange and a banana.
They feel smooth.
Miss Hamel peeled the apple, the orange and the banana.
Miss Hamel cut the banana and the apple.
We ate the apple, the orange and the banana.
We like fruit.

7. Fruit was written by the teacher with the explanation that we don't have to repeat the names of the fruits. Then she indicated in the fourth sentence that we can write fruit; namely, "Miss Hamel peeled the fruit."

8. After this was done, the teacher asked what Sentence Pattern each sentence was. This included analyzing the sentence by telling Who, What, Verb. The children are learning Sentence Patterns 1 and 2, and this proved to be a good exercise.

9. The sentence, "They feel smooth," is not Pattern 1 or 2, so the teacher told the children it was a new one, Pattern 3. It presented itself naturally, so it was introduced with the explanation that it was not Pattern 1 and not Pattern 2, but a new one, Pattern 3.

THE FIVE BASIC SENTENCE PATTERNS

The concepts of syntax expressed in this program are based on a perspective of language which identifies two aspects of sentence structure, the kernel sentence which is the basic structure and transformations of the basic statement to form a variety of sentences.

"According to Harris (1957) and Chomsky (1959), the grammar of a language can be hierarchized into an elementary part, called the "kernel" of the language and a second part which consists of a set of transformational rules for deriving complex sentences from simple ones. The kernel grammar contains the definitions of the main parts of speech and describes rules for constructing simple declaritive statements without complex noun and verb phrases. The transformational rules then carry these kernel sentences into other sentences or into phrase or clause segments of sentences, which could not be derived in the kernel grammar."[1]

Although we recognize that the concept of "kernel" sentences has been deemphasized in later linguistic material, we feel it is a helpful basis for a language program for deaf children.

The kernel sentence in its primary form can be symbolically represented as:

$$S \longrightarrow NP + VP$$

The arrow means "consists of" or "can be written as" which interprets the above formula as:

Sentence consists of a Noun Phrase and Verb Phrase.

Noun Phrase

The term phrase can mean a single word or a group of words. The words that appear in Noun phrases of kernel sentences are determiners, nouns and pronouns. These will be discussed later in the curriculum.

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[1] Braine, Martin S., "On Learning the Grammatical Order of Words," in Readings in the Psychology of Language, Ed. Jakobovits, Leon and Miron, Murray, Prentice Hall, N.J., (1967), Page 249.

Verb Phrase

The verb phrase functions as the predicate of the kernel sentence and must contain a verb form. The verb phrase provides the criteria for the five patterns of kernel sentences as they are used in this curriculum.

Sentence Pattern One

The simple sentence pattern consists of a noun phrase and simple predicate containing just a verb.

e.g. The baby cries. NP + V

The pattern can be varied by the addition of an adverb such as loudly, angrily or up, out, etc.

The bird sings sweetly.

John went away.

The child looked up.

Sentence Pattern Two

The basic distinction between sentence patterns one and two is that the verb in pattern two is transitive, whereas the verb in pattern one is intransitive. There must be a noun phrase operating as an object in sentence pattern two.

The formula is:

$$NP^1 \ V + NP^2$$

The verb "have" is often given a sentence pattern of its own on the basis that:

(a) There is a question as to the transitive quality of "have".

(b) It usually does not follow the transform rules for the passive voice. We can say:

John was bit by Bill.

But we do not say:

The coat was had by me.

(c) The verb "have" does not take an adverbial following the predicate NP.

We say:

John drove the car carefully.

We do not say:

John had the car carefully.

Roberts[2] and Allen, Newsome and Borgh[3] also include "cost" and "weigh" in this group of verbs (V^h).

The criteria for this particular grouping seems very inadequate. "Weigh" is often transitive as in:

The man weighed the gold.

in which case it can be transformed into the passive voice.

The gold was weighed by the man.

can also take an adverbial.

The man weighed the gold accurately.
carefully.
gleefully.

New Dimensions in English, (Workbook 3), states that "cost" and "weigh" are sometimes put into a separate category as middle verbs. "In some contexts "weigh" is a transitive verb, in some contexts a middle verb." (page 7)

"The child weighed (V_m) 20 pounds."

However, in the New Dimension textbook, the same authors define a rule distinguishing the adjective as a subjective complement as in a Pattern Three sentence containing a linking verb.

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[2] Roberts, Paul, English Syntax, Harcourt, Brace and World, 1964, Page 57.

[3] Allen, Harold, Newsome, Verna and Borgh, Enola, New Dimensions in English, Workbook 3, McCormick-Mathers, 1966, Page 3.

"An adjective is any word that can fill both blanks in a frame of this type" (page 47).

The ______________ road seems very ______________. (using "seem" as the linking verb).

The rule for adjectives applies to both the verbs "cost" and "weigh",

Subject Predicate
The 20 pound child weighs twenty pounds.

Subject Predicate
The 20 dollar item cost twenty dollars.

indicating that in these sentences "weigh" and "cost" are linking verbs (see below). This kind of classifying of verbs has led Roberts to describe ten sentence patterns.

The five patterns used in this curriculum indicate basic sentence types according to their kernel phrase structure rather than on the basis of verb or word types or of exceptions in the application of transformational rules.

The verb "have" in the sense of possessing does not take the passive voice transformation (the sense of deceiving does). It seems more economical to describe the exception to the passive voice transform, than to write a new sentence pattern which will be difficult to explain to young deaf children. Therefore, "have" in this program, is included in Pattern Two sentences.

Linking Verb Sentence Patterns

Sentence Patterns Three, Four, and Five introduce the difficult and controversial concept of linking verbs. Linking verbs act as a bridge between the subject and predicate when the predicate provides a description of the subject.

Some texts define "be" separately from linking verbs since "be" is unique.

If the description of linking verbs includes that they indicate a state of appearing, a state of being or a state of becoming, the necessity of writing a separate sentence pattern or subdivision of a sentence pattern is eliminated.

Linking verbs can include:

Appearing	Being	Becoming
appear	feel	become
seem	look	grew
look	prove	get
	sound	turn
	smell	
	taste	
	remain	
	stay	
	keep	

It must be remembered, however, that we do not group these verbs so because of some intrinsic quality, but on the basis of what function they may perform in the sentence. This is also true of the transitive and intransitive quality of verbs.

Dawson[4] (1965) notes that "you cannot usually tell whether a verb is transitive or intransitive (or a linking verb) unless it is used in a sentence."

E.G. The boy grew. Pattern 1 Intransitive

The farmer grew corn. Pattern 2 Transitive

The man grew angry. Pattern 3 Linking verb

Sentence Pattern Three

Pattern three describes the sentence with the syntactic relationship that includes:

NP LV Adj.

E.G. John is sick.

John became sick.

John appeared sick.

Sentence Pattern Four

Pattern four describes the relationship of:

NP LV NP

keeping in mind that the predicate NP must identify with the subject NP.

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[4] Dawson, Mildred, et.al., *Language for Daily Use*, Book 8, Harcourt, Brace and World Inc., New York, 1965, Page 53.

John is a teacher.

John became a farmer.

As many of the linking verbs are related to the senses, feel, taste, smell, etc., they may be a linking verb in Pattern Three but a transitive verb in Pattern Two when used with a predicate NP.

The boy tasted the candy.

He felt the material.

Sentence Pattern Five

Sentence Pattern Five occurs less frequently than any other sentence pattern and is the structure:

NP LV (be only) Adverb (Where)/(When)

e.g. The ball is on the table.

The game was on Tuesday.

He is outside.

The lower school curriculum uses the following terminology and symbols to describe the five Patterns:

Pattern 1	Who/ What	═══		who 1. The baby cries.
Pattern 2	Who/ What	═══	What/ Whom	who what 2. The baby drinks milk.
Pattern 3	Who/ What	═══	Adj. ┌──┐	who adj. 3. The baby is cute.
Pattern 4	Who/ What	═══	───	who who 4. The baby is a boy.
Pattern 5	Who/ What	═══	Where/When	who where 5. The baby is in the crib.

Syntactic functions that are movable (have different positions) in the sentence are: Whose, Where, When, How, Why.

EXPANSIONS AND TRANSFORMATIONS

Generally, expansions are regarded as additional information that does not change the basic structure of the sentence. They include adverbs and adverbial phrases and occur most often in Pattern 1 and 2 sentences.

John cried loudly yesterday.

Loudly and yesterday are expansions and their deletion does not change the meaningfulness nor the integrity of the basic Pattern 1 sentence.

Transformations involve the processes that occur that require changes to the simple declarative sentence pattern. The transformations, which include single-base and double-base transforms, will be explained in detail throughout the Curriculum.

Single-base transforms affect only one sentence, changing the simple sentence pattern into a multitude of new forms by predictable transformational rules.

e.g.	John hit the ball.	Pattern 2	Declarative
	Did John hit the ball?		Question
	Who hit the ball?		Who Question
	John did not hit the ball.		Negative
	The ball was hit by John.		Passive

Double-base transforms involve more than one sentence pattern which have been changed according to predictable rules into one sentence.

John has a red ball.

This is actually two concepts that are stated in separate sentence patterns.

John has a ball.
The ball is red.

Double-base transforms include a multitude of forms including prenominal adjectives, adjectival clauses and phrases, adverbial clauses and phrases.

It is essential to remember that the deaf child will not be able to cope with transformations if he is not comfortable with the understanding of the basic structure of the simple declarative sentence.

LANGUAGE CURRICULUM

LOWER, MIDDLE and UPPER SCHOOLS

LOWER SCHOOL

NEEDED CONCEPTS OF THE DEAF CHILD AT THE PRIMARY LEVEL

I. CONCEPTS OF SELF

- A. Personal Identification
- B. Body
- C. Physical Needs
- D. Feelings
- E. Everyday Activities

II. CONCEPTS OF SOCIAL RELATIONSHIPS

- A. Each Family Has Many Members
- B. Each Member of the Family Has Different Characteristics.
- C. Each Member of the Family Has Some Characteristics in Common with the Other Members.
- D. All Family Members Have First and Last Names.
- E. Each Member Has a Different Job.
- F. People Who Live Nearby Are Our Neighbors.
- G. People In Our School Have Different Jobs.
- H. Other People in Our Neighborhood Help in Various Ways the People Who Live There.
- I. We Live in Social Groups.

III. CONCEPTS OF PHYSICAL ENVIRONMENT

- A. A Person's Home is Where He Lives.
- B. My Neighborhood is the Area Right Around My Home.
- C. School is Where Teachers Help Children to Learn Many Things.
- D. The Community is a Large Place and Encompasses Many Neighborhoods.
- E. Many People in the Community Participate Together in Different Activities.
- F. There Are Different Kinds of Communities.
- G. People Live in Different Parts of the World.

CONCEPT DEVELOPMENT

On the following pages Levels I, II, III and IV are typed in the margins to indicate the level at which the concepts might be developed. Obviously, it is not possible, nor desirable, to rigidly systematize the development of concepts; however, it is, also, obvious that concept development spirals Therefore, some indication of progression is necessary.

C. Hamel.

I. CONCEPTS OF SELF

A. Personal Identification

LEVEL I 1. All people have names.

- a. Our first name is our given name.
- b. Our last name is our family name.
- c. Some people have the same name.
- LEVEL IV d. Middle name; nickname; initials.

2. Age tells how many years we have lived.

3. Boys and girls are different in some ways.

- a. Boys usually have short hair and girls have long hair.
- b. Boys wear pants to school and girls wear dresses.
- c. Boys' names and girls' names are different.

B. Body

1. Name of parts.

2. Functions (Each part of our body has a function.)

LEVEL I

- a. We see with our eyes.
- b. We hear with our ears.
  - (1) Some people hear better than others.
  - (2) Hearing aids help us hear better.
- c. We smell with our nose.
- d. We taste with our tongue.
- e. We feel with our fingers.
- f. We breathe through our nose and mouth. Good breathing is through the nose.
- g. We eat and drink.
  - (1) We put the food in our mouth, and it goes down to our tummy.
  - (2) We chew the food with our teeth.
  - (3) We eat solids.
  - (4) We drink liquids.

LEVEL II

- h. All parts of our body move.
  - (1) Our legs make us move in different ways.
    - (a) Walk
    - (b) Run
    - (c) Hop
    - (d) Jump
    - (e) Skip
    - (f) Crawl.

(2) We move things with our hands.

(a) Push (b) Pull

3. If we wish to stay healthy we must take care of our body.

LEVELS I & II

a. We keep our body clean.

(1) Wash your hands: (when)

(a) before eating
(b) after toilet
(c) when dirty

(2) Wash your hands and face: (when)

(3) Take a bath.

(4) Keep your hair neat and clean.

(a) Washing (Brushing and Combing)

(5) Blow your nose.

(6) Clean your fingernails.

(7) Keep your teeth clean.

LEVEL III

b. Why should we keep clean?

(1) To avoid spreading germs.
(2) To prevent illness.
(3) To look pleasing.

c. We learn to take care of our toilet needs.

4. We must be careful and try to prevent accidents. (Sometimes people cause accidents. Some accidents are our own fault. Some accidents just happen, etc.)

a. Falls can hurt you.

(1) You fall from or off various places or things: Tree, chair, bed.
(2) You fall on various things: Sidewalk, ice, floor, mud.
(3) You hurt different parts of your body: Knee, head, elbow.
(4) We fall when people push us.
(5) We fall when it is slippery.
(6) We fall when we are careless, etc.

b. Cuts can hurt you.

(1) We can be cut by various things: Knife, razor, scissors, etc.
(2) We can have cuts on various parts of the body.

c. Burns can hurt us.

(1) We are burned by something hot: Stove, fire, sun, radiator, iron.
(2) We can have burns on various parts of the body.

LEVEL IV 5. By following good health habits we can prevent some illnesses. Most children have certain illnesses.

a. When our body is not working well, we are sick.

(1) When we have the measles, we get red spots.
(2) When we have the mumps, our cheeks get puffed up.
(3) When we have chicken pox, we have sores on our body.
(4) Sometimes our tummy hurts when we are sick.
(5) Sometimes we cough and our throat hurts.
(6) When we have a cold, we have a runny nose.
(7) When we are sick, we often have a fever.
    (a) Our bodies are hot.
    (b) A thermometer tells how hot we are. (temperature)

b. We must care for our bodies in order to get better.

(1) We stay in bed and rest.
(2) Mother takes care of us.
(3) The doctor helps us get better.
    (a) He tells us what to do.
    (b) Medicine helps us get better.
    (c) Some shots help us get better.
(4) When we are very sick, we go to the hospital.

c. We try to keep from getting sick.

(1) We don't play with other children who are sick.
(2) We visit the doctor for a checkup.
(3) Some shots help us not to get sick.
(4) Some pills help us not to get sick.
LEVEL I (5) We dress according to the weather, to keep warm and dry.
(6) We keep our bodies clean.
(7) We try not to spread germs.

6. Growth.

a. Our whole body grows (gets bigger).

LEVEL II (1) We grow taller. (tall, short) Measure with ruler or yardstick - inches.
(2) We grow wider. Measure with tape measure--waist, etc.
(3) We grow heavier. Scale is for weighing--pounds.

LEVEL II b. Parts of our body grow. (independently)

(1) Our hair grows--need for cutting.
(2) Our finger and toe nails grow--need for cutting.

c. Rate of growth - parts of our body grow faster than the whole.

  - (1) Growing out of clothes.
  - (2) Cutting nails and hair.

d. What makes us grow?

  - (1) Food
  - (2) Rest
  - (3) Fresh air
  - (4) Exercise, etc.

e. Other types of growing:

  - (1) Growing stronger
  - (2) Growing older

C. Physical Needs.

LEVELS I, II, III, IV

1. Food--Why we need food.
We need food in order to grow.

a. Kinds of food:

  - (1) Vegetables
  - (2) Fruit
  - (3) Meat
  - (4) Fish
  - (5) Beverages
  - (6) Desserts
  - (7) Dairy
  - (8) Breads
  - (9) Cereals

b. Meals -- We eat three times a day, and we eat snacks in between.

(1) Breakfast.
We eat breakfast in the morning.
What do we eat for breakfast?
Breakfast helps us work and play well during the day.

(2) Lunch.
We eat lunch around noon.
What do we eat for lunch?

(3) Dinner or supper.
We eat dinner in the evening.
What do we eat for dinner?

(4) Snacks.
We eat snacks in between meals.
Some snacks are better for us.
Too many snacks spoil our appetite.

c. Preparation of food.

(1) Some foods are cooked.
  - (a) Foods are cooked on the stove, barbecue-grill, fire, electric appliances, or in the oven.
  - (b) How? Foods are boiled, baked, fried, broiled, roasted, etc.
  - (c) Who? Food is cooked by a cook at school and in restaurants or by mother at home.

(2) Some food is eaten raw (not cooked):
Carrots, berries, etc.
(3) Some is eaten either way.
(4) One food can be prepared in many different ways.
Example: Apple (raw) - Apple pie
Applesauce
Apple cider
Apple tapioca

d. Foods come from many things and places:

(1) Some foods grow; they're plants. We eat various parts of plants:
(a) Fruit
(b) Roots
(c) Stems
(d) Leaves
(2) Some food comes from animals. (Or Fowls)
(a) Meat -- we eat the animal.
Pig, chicken, lamb, cow, turkey, duck
(b) Milk comes from a cow.
We drink milk.
We have dairy products made from milk and cream.
Ice cream, butter, cheese.
(c) Fish.

2. Clothing.

a. We wear clothing for many reasons:

(1) For protection.
(2) For warmth.
(3) For decoration.

b. Weather determines the clothing we wear.

LEVEL I

(1) On a hot day we wear clothes to keep us cool.
Fewer clothes.
Lighter in weight.
Lighter in color.
(2) On a warm day we wear clothes to keep us cool.
(3) On a cold day we wear clothes to keep us warm.
More clothes.
Heavier.
Darker.
(4) On a cool day we wear clothes so we won't be chilled.
(5) On a rainy day we wear clothes to keep us dry.
(6) On a snowy day we wear clothes to keep us warm and dry.
(7) We try to anticipate the weather and dress accordingly.
(a) Cloudy--clothes in case of rain.
(b) Sunny--no sign of rain.

LEVEL II

c. Occasion determines the clothes we wear.

(1) School clothes.
(2) Play clothes.
(3) Good clothes.

(a) Party.
(b) Church.
(c) Special occasions--weddings.

LEVEL IV

d. Clothes are made of different materials.

- (1) Some materials come from plants: cotton, corduroy, velvet, rubber, linen.
- (2) Some materials are man-made: orlon, nylon, plastic.
- (3) Some materials come from animals:
  Leather is animal skin--cow, alligator, pig, deer.
  Wool is a sheep's coat.
  Fur is an animal's coat--rabbit, racoon, fox, mink, beaver, seal.

e. Clothes are made in different ways:

- (1) Some clothes are sewed.
  - (a) By hand or by machine.
  - (b) People sew clothes.
    Mother or someone we know makes some clothes.
    Other people make clothes, and we buy them in a store.

LEVEL II

f. Clothing needs care to make it last and look nice.

- (1) Keep it clean.
  Washing clothes--by machine or by hand.
  Drying clothes.
- (2) Keep it neat.
  Iron.
  Hang up clothes.
- (3) Keep it repaired.
  Patch the holes.
  Sew on buttons.
  Fix the zipper.
- (4) Clothes must be adjusted as we grow to fit well and look nice.
  Lengthening clothes -- hemming.
  Letting out clothes.

LEVEL IV

3. Shelter--We live in shelters to protect ourselves from the elements (cold, rain, etc.).

a. People live in different types of shelters:

- (1) House
- (2) Apartment
- (3) Townhouse
- (4) Farmhouse
- (5) Flat

b. Some shelters are in the city and some in the country.

c. Shelters are made out of different materials:

- (1) Brick
- (2) Wood
- (3) Stone
- (4) Stucco
- (5) Siding

LEVEL IV d. Shelters have many parts:

- (1) Roof
- (2) Doors--front and back
- (3) Windows
- (4) Chimney
- (5) Porch
- (6) Walls
- (7) Doorbell
- (8) Screens
- (9) Storm windows
- (10) Patios

e. Climate determines different kinds of shelters.

D. Feelings -- We feel different ways at different times.

LEVEL I 1. Some feelings come from physical needs.

- a. When we need food, we are hungry.
- b. When we need water, we are thirsty.
- c. When we need rest, we feel tired or sleepy.
- d. When our body is not working right, we are sick.
- e. When our body is working well, we feel fine.

LEVEL II 2. Some feelings come from emotional needs.

- a. Happy (glad).
- b. Sad.
- c. Mad.
- d. Surprised -- when something unexpected happens.
- e. Afraid.
- f. Sorry.
- g. Silly.

LEVEL III 3. We can show our feelings outwardly.

- a. We smile when we're happy.
- b. We giggle when we're silly.
- c. We cry when we're sad.
- d. We frown when we're mad.
- e. We laugh when we're happy.
- f. We shout when we're mad or surprised.
- g. We whine or pout when we're not happy.

E. Everyday Activities:

LEVEL I 1. Most days follow the same routine.

- a. We wake up in the morning.
- b. We put on our clothes.
- c. We wash.
- d. We eat breakfast.
- e. We brush teeth.
- f. We hang up our pajamas.
- g. We go to school.
  - (1) We walk.
  - (2) We go by bus--school, city.
  - (3) We drive in the car.
- h. We eat lunch.
- i. We come home.

  - j. We play after school.
  - k. We eat supper.
  - l. We help mother.
  - m. We take a bath.
  - n. We go to bed.

2. Some activities happen at about the same time every day. (Times depend upon hour school starts, etc.)

  - a. We wake up about 7:00.
  - b. We eat breakfast about 8:00.
  - c. School starts at 9:00.
  - d. We eat lunch about 12:00.
  - e. We go home about 3:00.
  - f. We eat supper about 6:00.
  - g. We go to bed about 8:00.

3. Activities happen in a sequence -- some before or after others.

  - a. We eat breakfast before we go to school.
  - b. We wash our hands before we eat.
  - c. We play at home after school.
  - d. We go to bed after supper.
  - e. We take a bath before bed.

4. Some activities happen occasionally.
   We play many different games.

LEVEL II

5. We perform some activities for recreational purposes.

  - a. These activities are performed all year around.

    - (1) Card games.
    - (2) Table games.
    - (3) Role-playing games.
      Doctor and nurse.
      Store.
      House -- mother and father, etc.
    - (4) Toys.

  - b. Some activities are seasonal (depends upon geographic area).

    - (1) Summer: swimming, boating.
    - (2) Fall: football, kickball, hopscotch, jumprope, marbles, rollerskates.
    - (3) Winter: snowman, snowball, sledding, ice skating.
    - (4) Spring: baseball, ride bike, hopscotch, jumprope.

II. CONCEPTS OF SOCIAL RELATIONSHIPS

A. Each Family Has Many Members.

LEVELS I,
II, III, IV

1. Mother is a wife with children.
2. Father is a husband with children.
    - a. After a man and a woman get married, they are called husband and wife.
    - b. When they have children, they are called mother and father.
3. Girl members are sisters.
4. Boy members are brothers.
5. Mothers' and Fathers' mothers are our grandmothers.
6. Mothers' and Fathers' fathers are our grandfathers.
7. Mothers' and Fathers' sisters are our aunts.
8. Mothers' and Fathers' brothers are cur uncles.

B. Each Member Has Different Characteristics.

1. Some members are older than others (are of different ages).
    - a. Grandfather and grandmother are older than mother and father.
    - b. Mother and father are older than the children.
    - c. Some children are older than others. Babies are youngest.
2. Members are various sizes.
    - a. Grownups are usually biggest.
    - b. Older children are bigger than younger children.
    - c. Babies are smallest.
    - d. Bigger and smaller.
      Taller -- shorter.
      Fat -- thin.
3. Family members look different in other ways.
    - a. They have different colors of hair.
      When we get old our hair often changes color.
    - b. Their eyes are different colors.
    - c. Some wear glasses to help them see.
    - d. Some wear hearing aids to help them hear.
    - e. Some may have freckles.
    - f. Some wear braces to help them walk.

C. Each Member of the Family Has Some Characteristics in Common With the Other Members.

1. We look more like our family members than like people not in our family.

2. Various characteristics may be the same.

   a. Hair
   b. Eyes
   c. Height
   d. Skin

D. All Family Members Have First and Last Names.

LEVEL II

1. Members of the family are called different names by different people.

   a. Mother is called different names.

      (1) Her children call her Mother, Mom, Mama.
      (2) Father calls her by her first name. (He is her husband.)
      (3) The neighbors and other people call her Mrs. _______.

   b. Father is called by different names.

      (1) His children call him Father, Daddy, Dad, Pop.
      (2) Mother calls him by his first name. (She is his wife.)
      (3) Other people call him Mr. _______.

   c. Grandmother is called by different names.

      (1) She is called Mother by her children.
      (2) We call her Grandmother.
      (3) Other people call her Mrs. _______.

   d. Grandfather is called by different names.

      (1) He is called Father by His children.
      (2) We call him Grandfather.
      (3) Other people call him Mr. _______.

LEVEL I

2. All members of the family have the same last name.

   a. Babies get the same last name as their parents.

   b. Parents give their baby the first name that they choose.

      (1) Sometimes the name is not like others in the family.
      (2) Sometimes the name is the same as another member of the family.

E. Each Member Has a Different Job.

LEVEL I

1. Mother takes care of the house and the children.
    - a. Some mothers work outside the home, too.
    - b. Sometimes other people help take care of the house and children.
2. Father goes to work outside the home. He helps at home when he is not working.
3. Some children go to school.
    - a. They help at home after school.
    - b. They play after school, too.
4. Very young children play at home.

LEVEL II

F. People Who Live Nearby are our Neighbors.

1. Our neighbors have their own families.
    - a. The same relationships exist among their family members and ours.
    - b. Their families may be different sizes.
    - c. They may have different numbers of males and females.
2. Our neighbors are often our friends.
    - a. A friend is someone you know very well.
    - b. We play with the children in our neighbors' families.
    - c. Our parents visit the grownups in our neighbors' families.
3. Neighbors should be friendly to each other.
    - a. Neighbors greet each other when they meet.
    - b. Neighbors care about each other.
    - c. Neighbors help each other.
    - d. Neighbors are thankful for favors.

G. People in our School Have Different Jobs.

LEVEL I

1. The teacher helps the children learn.
2. The principal makes the school run smoothly.
    - a. He helps the teachers with problems.
    - b. He talks to parents with problems. He is the head of the school.

3. The assistant principal helps the principal.

LEVELS II, III

4. The custodian takes care of the building and school grounds. (Jobs vary in various schools).

    a. He empties the wastebaskets and burns the trash.
    b. He keeps the building clean.
    c. He fixes things that break down.
    d. He keeps the school grounds neat.

LEVEL I

5. The cook prepares the meals.

LEVEL II

6. The secretary works in the school office.

    a. She gives information about the school.
    b. She answers the telephone.
    c. She types letters and reports.
    d. She handles supplies.
    e. She answers our questions.

7. Some teachers teach us certain subjects. (Others depend on school.)

    a. Art teacher
    b. Gym teacher
    c. Librarian.

LEVEL I

8. The bus driver drives the children to school.

9. The librarian cares for the books.

    a. She helps us choose books to read.
    b. She repairs books.
    c. She keeps books in order.
    d. She orders new books.

10. The nurse helps us when we are sick or get hurt.

LEVELS I, II, III, IV

H. Other People in our Neighborhood Help the People Who Live There in Various Ways.

1. Some people help us to stay healthy.

    a. The Doctor cares for our bodies.
    b. The Nurse helps the doctor.
    c. The Dentist cares for our teeth.
    d. The Druggist prepares and sells us medicine.

2. Some people help us spiritually.

    a. Rabbi
    b. Priest
    c. Minister
    d. Nun or Sister

3. Some people deliver things to our home.

    a. Milkman
    b. Postman
    c. Newsboy
    d. Laundryman
    e. Dry cleaner

4. Some people help us keep our homes clean and repaired.

    a. Plumber
    b. Carpenter
    c. Painter
    d. Maid

5. Some people help protect us.

    a. Policeman
    b. Policelady
    c. Patrol boys
    d. Fireman
    e. Lifeguard

6. Some people help us go places.

    a. Engineer (train)
    b. Bus driver
    c. Cab driver
    d. Pilot
    e. Stewardess
    f. Gas Station Attendant

7. Some people help keep us looking nice.

    a. Barber
    b. Beauty Operator
    c. Laundryman
    d. Dry cleaner

8. Some people sell us things.

    a. Salesgirl
    b. Salesman
    c. Baker
    d. Butcher
    e. Grocer
    f. Milkman
    g. Waitress
    h. Clerk

9. Others

    a. Babysitter
    b. Librarian
    c. Banker

LEVEL IV I. We Live in Social Groups

1. We work and play.

2. We help ourselves and others.

3. We are aware of different cultures.

III. CONCEPTS OF PHYSICAL ENVIRONMENT

A. A Person's Home is Where He Lives.

LEVELS I, II

1. Your own home is where you live.

   a. Inside our home are many rooms; each room has a different purpose.

      (1) The living room is where people gather and socialize.
      (2) The dining room is where the family eats; sometimes only on special occasions.
      (3) We sleep in the bedrooms.
      (4) The food is prepared in the kitchen; sometimes families eat in the kitchen.
      (5) Some homes have a family room where the members have fun together.
      (6) We keep ourselves clean and go to the toilet in the bathroom.
      (7) Some homes have a den (library--study) where people read and study.
      (8) The clothes may be washed in the laundry.
      (9) The basement serves many purposes:
          (a) Laundry
          (b) Recreation
          (c) Storage
          (d) Repair
      (10) The attic is usually used for storage.

LEVEL II

   b. The family has some property around the house.

      (1) The yard may belong to one family or be shared by families in the building.
      (2) Families have fun in their yards.
          (a) Entertain visitors
          (b) Play games
          (c) Eat
      (3) Families take care of their yards.
      (4) The garage is in the yard.

LEVEL I

   c. Many families have pets in their homes.

      (1) A pet is an animal friend that we own.
          We also may have other pets:
          (a) Birds
          (b) Fish
          (c) Cats
          (d) Dogs
          (e) Hamsters
          (f) Mice, etc.
      (2) Family members care for their pets.
          (a) We feed our pets.
          (b) We give our pets shelter.
          (c) We keep our pets clean and neat.
          (d) We give our pets exercise.
          (e) We care for them when they're sick.
          (f) We give them love.
      (3) Family members play with their pets.
          (a) Sometimes we teach them tricks.
          (b) We play games with them.

LEVEL II

(4) Pets are living just as people are.
(a) Pets breathe.
(b) Pets must eat in order to grow.
(c) Pets have feelings.
(d) Sometimes a female pet has babies.
(e) Baby pets have special names: bunny, kitten, puppy.
The mother pet cares for her babies.
(f) Pets grow older and bigger.
(g) Sometimes pets die because:
they get very old;
they get very sick;
they are injured seriously.

LEVEL I

d. Children in families have toys at home.

(1) Some toys look like animals and people, but they are not living.
(a) They do not breathe.
(b) They do not eat.
(c) They do not move.
(d) They do not have babies.
(e) They do not have feelings.
(2) Some toys look like things in our environment.
(3) Some toys are used in games.
(4) Some toys are to play with.

LEVEL II

e. Families engage in many different activities at home.

(1) Families do things inside the home.
(a) Families work inside the home.
(1.) Families keep their homes clean and neat.
(Various cleaning activities.)
(2.) Families keep their clothes clean and neat.
(Laundering, ironing, etc.)
(3.) Families prepare meals and clean up afterwards. (Cooking, dishwashing, etc.)
(b) Families play inside their homes.
(1.) Games.
(2.) Hobbies.
(3.) Reading.
(4.) Watching TV.
(5.) Musical activities.
(6.) Making things.
(7.) Entertaining visitors.
(2) Families do things outside in their yards.
(a) Families work in their yards.
(1.) They care for their yards: lawn, shrubs, walks.
(2.) They beautify their yards: gardens, painting.
(b) Families play in their yards.
(1.) Play games.
(2.) Eat outside.
(3.) Entertain visitors.
(4.) Relax - sunbathe.

LEVEL II

2. Animals have homes, too.

  a. Families provide a shelter for their pets within the family home.

(1) Bird Cage	(4) Basket
(2) Aquarium or Fish Pond	(5) Cage (rabbit, hamster)
(3) Dog House	(6) Bowl (turtle)

  b. Farmers provide various shelters for their animals.

(1) Barn	(3) Coop
(2) Pen	(4) Sty

  c. Some animals provide their own shelters in the forest.

(1) Nest	(4) Burrow
(2) Den	(5) Cave
(3) Hole	(6) Dam

  d. Some animals have shelters in the zoo.

    (1) Cages
    (2) Caves
    (3) Houses

LEVEL IV

B. My Neighborhood is the Area Right Around My Home.

1. Some neighborhoods are in the city.

  a. City neighborhoods have many houses.

  b. The houses are located on streets for cars to travel on.

    (1) Each street has a different name.
    (2) Each house on the street has a different number.
    (3) Our house number is our address.
    (4) Signals are located where streets cross.

  c. In between some streets are narrow alleys.

  d. Between the houses and streets are sidewalks for people to walk on.

  e. Sometimes there are a few small stores in our neighborhood. (Depends upon area.)

    (1) Corner grocery store.
    (2) Drug store.

  f. Sometimes parks and playgrounds are in our neighborhood.

2. Some neighborhoods are in the country.

  a. Houses in the country are far apart.

  b. Houses are located near roads and highways.

(1) The highways and roads have names, letters, or numerals.
(2) Houses do not have numbers.
(3) Our address is a box number or a rural route.

c. Houses are often on farms.

d. The neighborhood sometimes has fields, streams, hills, etc.

C. School is Where Teachers Help Children to Learn Many Things.

LEVELS I, II

1. The classroom is the place where the child spends most of his school day.

a. The room is made up of many things.

b. The teacher uses many teaching aids in the classroom.

2. The pupils engage in many different activities.

a. We learn many things.

b. We play.

(1) Quiet games in the room.
(2) Active games at recess and in the gym.

c. We celebrate special days in different ways.

(1) We have parties.

(a) Play games.
(b) Exchange gifts.
(c) Have refreshments.

(2) We make presents for others.

(a) For mother (Mother's Day).
(b) For father (Father's Day).
(c) For friends and family (Christmas and birthday.)

(3) We decorate the classroom.
(4) We have parades.
(5) We have programs.

(a) Plays.
(b) Singing.

(6) We wear costumes.
(7) We share with others. (Thanksgiving food baskets)

d. We do certain activities every day; we follow a routine.

(1) Greeting.
(2) Pledge to flag.

  - (3) Collect money.
  - (4) Attendance.
  - (5) News.
  - (6) Recess.
  - (7) Wash hands.
  - (8) Go to bathroom.
  - (9) Lunch.
  - (10) Art.
  - (11) Gym.

LEVELS II, III, IV

3. Our School

a. Our school has many different rooms for different purposes. (Refer to school personnel.)

  - (1) Books are kept in the library.
  - (2) We play and exercise in the gym.
  - (3) The principal and secretary work in the office.
  - (4) The nurse cares for our health in her office.
  - (5) We learn to make things, draw, and paint in the art room.
  - (6) Everyone gathers for programs in the auditorium or assembly hall.
  - (7) The younger children learn in the kindergarten.
  - (8) Materials for learning are stored in the supply room.
  - (9) The furnaces and incinerator are in the boiler room (basement).
  - (10) We sing and play instruments in the rhythm room.
  - (11) We wash and go to the toilet in the washroom.

b. The school has many peices of equipment.

  - (1) Some pieces are for safety.
  - (2) Some are for exhibits.
  - (3) Signs tell us many things.

c. Our school has its neighborhood, too.

  - (1) The neighborhood has stores where we buy:
    - (a) Candy.
    - (b) School supplies.
    - (c) Comics.
  - (2) The neighborhood has places to play:
    - (a) Playground.
    - (b) Baseball field.
    - (c) Park.
  - (3) The neighborhood has places for travel:
    - (a) Streets.
    - (b) Sidewalks.
    - (c) Paths.
  - (4) The neighborhood has places for parking.

d. The school has some activities in which everyone participates.

  - (1) We practice drills for safety:
    - (a) Air raid. (b) Fire

(2) We gather together to see these programs.
(3) We parade on special days.
(4) We compete with each other in contests.
(5) We have vacations from school at certain times of the year.
    (a) Holidays
    (b) Summer

e. Schools may be day or residential.

(1) In some schools children go home after school every day.
(2) In other schools the children live at school most of the year.
    (a) These children have "two homes."
        (1.) Cottage or dormitory is their home at school.
        (2.) The home where their family lives is their real home.
    (b) These children have "two sets of parents."
        (1.) Houseparents.
        (2.) Real parents.
    (c) They engage in recreation on the campus when not in class.

f. Other schools teach special skills.

(1) We learn to dance in dancing school.
(2) We learn to draw in art school.
(3) In music school we learn to:
    (a) Sing.
    (b) Play musical instruments.
(4) We go to different schools to learn more when we are older.

D. The Community is a Large Place and Encompasses Many Neighborhoods.

LEVEL I

1. Stores sell us many different things.

a. Grocery store
b. Dime store
c. Shoe store
d. Department store
e. Drug store
f. Pet store
g. Furniture Store
h. Bakery
i. Hardware store

LEVEL II

2. Stores may be located in various places in the community.

a. Shopping center.
b. Downtown.
c. Neighborhood.

3. Communities have many different places for recreation.

a. Bowling alley.
b. Swimming pool.
c. Beach.
d. Zoo.
e. Amusement park.
f. Museums.
g. Theaters.

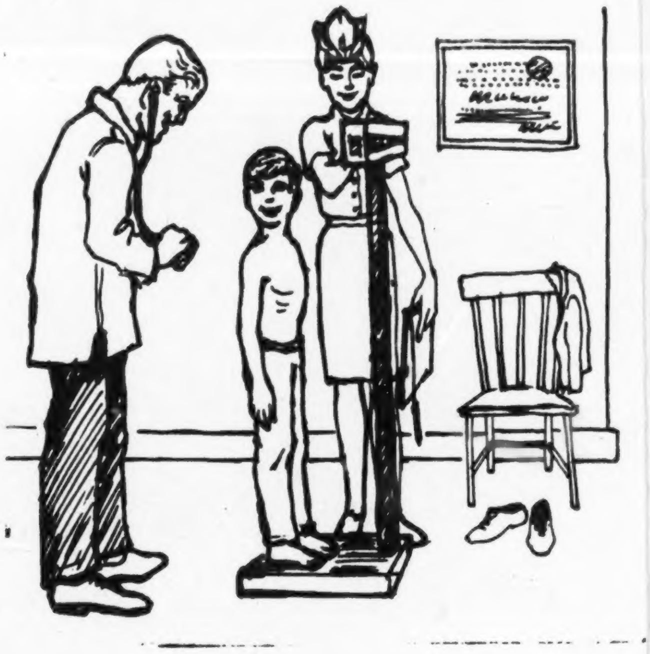
4. Communities have many places for worship.
   - a. Church.
   - b. Temple or synagogue.

5. Communities have many places to give us services.
   - a. Cleaners.
   - b. Laundry.
   - c. Barber Shop.
   - d. Beauty parlor.
   - e. Restaurant.
   - f. Car wash.
   - g. Gas station.

6. People who protect us have special "offices" in the community.
   - a. Fire station.
   - b. Police station.

LEVEL I

7. We go to special places to care for our health.
   - a. Doctor's office.
   - b. Dentist's office.
   - c. Hospital.
   - d. Clinic.



8. Centers for transportation in the community are:
   - a. Bus Station.
   - b. Train station.
   - c. Airport

LEVEL II

9. Communities have many factories where many different things are made.

E. Many People in the Community Participate Together in Different Activities.

LEVEL IV

1. People in the community celebrate holidays together.
    a. Christmas tree lighting.
    b. Fourth of July Parade.
2. People in the community elect their community officials.
3. People in the community attend programs, concerts, art shows together.

F. There are Different Kinds of Communities.

1. Rural communities are in the country.
    a. People live further apart.
    b. Many people live on farms.
    c. People own more land.
    d. Many animals live in the country.
    e. Rural communities have fewer buildings.
    f. Rural communities have fewer roads.
2. Some communities are cities.
    a. People live closer together.
    b. People have smaller yards.
    c. Fewer animals live in the city.
    d. Cities have more buildings.
    e. Cities have more streets.
3. Many communities are far away from ours.
    a. We may have friends or relatives in other communities.
    b. We may write letters to people in other communities.
    c. We may travel to visit people in other communities.
        (1) By car.
        (2) By bus.
        (3) By train.
        (4) By airplane.

G. People live in different parts of the world.

1. There are different climates.
2. Earth is made up of land, water, air.

LOWER SCHOOL

VOCABULARY RELATED TO THE CONCEPTS

The need and use of some vocabulary is predictable, but some vocabulary is not. Vocabulary depends upon the concepts developed, upon locale, and upon the teacher. Therefore, the following lists are guides, and an omission is more likely an oversight than an intention. Likewise the level in which certain vocabulary is used may differ. However, there is some natural growth in use, and this is indicated by the three parallel columns.

In transformational grammar the traditional parts of speech are described differently. To quote from New Dimensions in English:

> "The parts of speech are known as form classes because words belong to a given class on the basis of certain forms which they share or on the basis of other formal language signals. There are thousands of nouns, verbs, adjectives and adverbs; and new words are constantly being added to each class. One smaller class of words, pronouns, are closely related to nouns.
>
> "The words which cannot be classified as one of the parts of speech nearly all belong to a group of words known as structure words, or function words. Structure words are, in general short words--articles, prepositions, conjunctions, auxiliaries--which have no common marks of identification. Their primary function is to signal a part of speech or a grammatical structure. Though there are only about two hundred structure words in English, they are indispensable because it is almost impossible to construct a sentence of any length without them."

NOUNS

I

II

III

1. PEOPLE

I

baby -- babies
boy
bus driver
daddy
dentist
doctor
father
girl
man -- men
mommy
mother
nurse
teacher
woman -- women

II

barber
brother
child
children
clown
family
fireman
friend
grandfather
grandmother
mailman
people
policeman
sister
visitor

III

aunt
Boy Scouts
Brownies
cab driver
Campfire Girls
checker
classmates
cousin
Cub Scouts
custodian
Girl Scouts
nephew
neighbor
niece
nun -- sister
paperboy
parents
Pastor
priest -- Father
uncle

First names of classmates

Names of:
- Superintendent
- Principal
- Supervising Teacher
- Special Teachers:
  - art
  - gym
  - rhythm
  - librarian
- Nurse
- Dormitory personnel

NOUNS

I	II	III
2. BODY		
arm(s)	ankle	chest
ear(s)	back	eyebrows
eye(s)	cheeks	eyelashes
face	chin	forehead
feet	elbow	hips
finger(s)	finger nails	waist
foot	head	wrist
hair	heart	
hand(s)	lips	
knee(s)	neck	
leg(s)	shoulder	
mouth	stomach	
nose	toe nails	
teeth	throat	
thumb(s)		
toe(s)		
tongue		
tooth		

NOUNS

3. FOOD

I

- apple
- bacon
- banana
- beans
- birthday cake
- bread
- bun -- roll
- butter
- cake
- candy
- carrot(s)
- cereal
- cheese
- chocolate milk
- cocoa
- coffee
- coke
- cookie(s)
- corn
- crackers
- doughnut
- egg
- fish
- gravy
- gum
- hamburger
- hotdog
- ice cream
- jello
- jelly - jam
- juice
- lollipop
- meat
- milk
- muffin
- nut
- orange
- peanuts
- peas
- pepper
- pie
- pop corn
- potato chips
- potatoes
- pudding
- salt
- sandwich
- soda
- soup
- sugar
- tea
- toast
- tomato
- turkey
- water

II

- beets
- celery
- cherries
- grapefruit
- grapes
- ham
- ice
- ice cream cone
- lemonade
- lettuce
- marshmallow
- olives
- onion
- orange juice
- pancakes
- peach
- peanut butter
- pear
- pickle
- pumpkin pie
- raisins
- rice
- salad
- stew
- sweet potato
- tomato juice
- watermelon

III

- apple sauce
- asparagus
- baked beans
- beans
- broccoli
- cabbage
- cantaloupe
- cauliflower
- gingerbread
- grape juice
- grapefruit juice
- honey
- meat loaf
- melon
- pineapple
- pineapple juice
- plums
- prunes
- radish
- rolls
- spaghetti
- spinach
- squash
- syrup
- waffles

NOUNS

4. CLOTHING

I

bag
bathrobe
belt
blouse
boots
bow
bow tie
cap
coat
dress
glasses
gloves
hat
hearing aid
jacket
mittens
pajamas
pants
pocket
pocketbook
raincoat
ring
rubbers
scarf
shirt
shoe(s)
shorts
skirt
slip
socks
sweater
tie
tights
umbrella
underwear
watch

II

apron
bathing suit
battery
beads
collar
cord
earmold
earphone
handkerchief
harness (hearing aid)
slippers
sneakers
suit

III

barrette
billfold
bracelet
buttons
gym suit
headband
housecoat
kerchief
leotards
necklace
nightgown
stocking cap
stockings
t-shirt
tie clip
zipper

NOUNS

5. HOME

I

baby carriage
basket
bath
bathroom
bathtub
bed
bell (door)
blanket
book
bow
box
brush
candle
card
chair
clock
comb
couch (sofa)
cup
door
dustpan
fan
fork
glass
home
house
knife
merry-go-round
money
movies
napkin
paper towel
pillow
pipe
plate
saucer
see-saw
shampoo
sink
soap
spoon
stove
straws
table
telephone (phone)
toilet
toothbrush
toothpaste
towel
T.V. (television)
washcloth
window
window sill

II

attic
bathroom
bedroom
bedspread
broom
cellar - basement
closet
dining room
dish
envelope
family room
fireplace
floor
glass
hall
hangers
key
kitchen
lamp
letter
lights
living room
mailbox
money (penny, nickel, dime)
mop
picture
picture of
playroom
porch
postcard
radio
refrigerator
room
rug
saucer
shovel
stairs - steps
stamp
string
tablecloth
yard

III

birdcage
bookshelves
bureau
ceiling
fence
garden
gate
hammer
hand lotion
iron
mirror
money (quarter, half dollar, dollar)
nail
nailfile
nail polish
needle
pan
saw
shelf
wall
wallpaper

NOUNS

6. SCHOOL

I

art
bathroom
board
book
chair
chalk
clay
crayon
desk
door
eraser
fire drill
flag
lights
paint
paint brush
paper
paper towel
paste
pencil
piano
pointer
scissors
star

II

calendar
coloring book
earphones
glue
ink
microphones
paper clip
punch
rubber band
ruler
scotch tape
stairs
stapler
straws
string
thumb tack
wastebasket
story

III

bulletin board
cabinet
chart rack
exit
hearing aid
library
locker
overhead projector
paper cutter
pencil sharpener
radiator
shade
shelves
slot chart

NOUNS

7. ACTIVITIES - Home and School

I	II	III
airplane	bat	boating
ball	baseball	cards
balloon	basketball	checkers
bike	baseball game	cooking
boat	basketball game	drive-in
bubbles	ballet	knitting
bus	bowling	model kits
car	camping	pool
doll	cook-out	sewing
doll bed	dancing	singing
doll buggy	football	weaving
doll house	football game	
drum	games	names of specific
gun	jacks	games, such as:
horn	movies	Johnny Speed Car
jungle gym	paper dolls	Twister, etc.
kite	picnic	
marbles	puppet	
pail	scooter	activities
puzzle	shopping	connected with gym
see saw	skiis	
shovel	swimming	
sled	yo-yo	
slide		
skates		
swing		
teddy bear		
top		

NOUNS

8. COMMUNITY

PLACES

I	II	III
barn	airport	apartment
beach	dorm	bakery
building	downtown	bowling
church	hospital	Boy Scouts
church school	library	Brownies
farm	park	Camp Fire Girls
gym	store	Cub Scouts
home	street	drive-in
house	zoo	fire house
movies		Girl Scouts
school		museum
swimming		restaurant
to the dentist		supermarket
to the doctor		
to the nurse		

TRANSPORTATION

I	II	III
airplane - airport	helicopter	
bicycle (bike)	jeep	
bus - station	plane	
cab - taxi	ship	
car	truck	
train		

NOUNS

I

9. ANIMALS - Pets

bear
bee
bird
bug
butterfly
cat
chicken
cow
dog
duck
elephant
fly
frog
goose (geese)
horse
lamb
lion
monkey
mouse
owl
pig
rabbit
reindeer
snake
squirrel
turkey
turtle
worm

II

bunny
calf
colt
cub
deer
donkey
fox
gerbil
goat
goldfish
grasshopper
guppy
hamster
hen
kitten
moth
pony
puppy
sheep
skunk
spider
tadpole

III

canary
fawn
giraffe
parakeet
pigeon
raccoon
robin
rooster
seal
snail
tiger
wolf
zebra

NOUNS

I	II	III
10. HOLIDAYS		
BIRTHDAY		
birthday cake	favor	musical chairs
birthday party	games	pin the tail on the donkey
birthday card		
candles		
hats		
napkins		
presents		
CHRISTMAS		
angel	Christmas Eve	Christmas carols
bell	Christmas paper	decorations
candle	icicles	gifts
candy cane	lights	North Pole
Christmas card	Merry Christmas	ornaments
Christmas cookies	New Year's Eve	ribbon
Christmas candy	New Year's Day	wrapping paper
Christmas Tree	tinsel	
chimney		
fireplace		
Merry Christmas		
presents or gifts		
reindeer		
roof		
Rudolph		
Santa Claus		
Santa Claus' bag		
star		
stocking		
sleigh		
toys		
wreath		
EASTER		
Easter basket	Easter bunny	Easter lily
Easter eggs	Easter clothes	Easter outfit
Easter rabbit	Easter flowers	Easter parade
	jelly beans	tulips

NOUNS

HOLIDAYS - (continued)

I	II	III
HALLOWEEN		
bat	candle	costumes of a:
black cat	cider	cinderella
costume	doughnuts	clown
games	ghost	cowboy
Halloween party	marshmallows	Indian
jack-o-lantern	peanuts	pirate
owl	prizes	
mask	seeds	
pumpkin	skeleton	
witch	trick or treat	
THANKSGIVING		
turkey	cranberry sauce	expand
	gravy, etc.	
	Indians	
	Pilgrims	
	Plymouth	
	Plymouth Rock	
	pumpkin pie	
	stuffing	
	wishbone	
VALENTINE'S DAY		
valentine	valentine card	expand
valentine box		
valentine candy		
valentine party		
	Father's Day	
	Labor Day	
	Lincoln's birthday	
	May Day	
	Memorial Day	
	Mother's Day	
	R. I. Independence Day	
	Washington's birthday	

NOUNS

11. NATURE -- WEATHER -- SEASONS -- CALENDAR

I	II	III
clouds	bush	bay
flower	fire	blizzard
fog	icicles	degrees
grass	month	dirt
ground	rainbow	freezing
leaf	rock	ice
moon	sleet	lake
nest	stones	lightning
plant	week	melting
rain	weekend	ocean
shadow	year (last year, this year)	pond
sky		river
snow		root
stars		seeds
sun		snowstorm
tree		temperature
wind		thunder
Days of the week.	months of the year	seasons - months under each one; when begin and end.
today tomorrow	seasons	
yesterday	names of flowers, i.e. dandelions pussywillows	
afternoon day morning night		

VERBS

I	II	III
be	begin	bake
blow	bump	bark
break	climb	bite
bounce	do	chase
bow	die	cost
brush	drink	dig
bring	feed	dream
button	fix	equal
buy	frighten	fill
carry	guess	fit
catch	help	hurry
clap	hurry	kill
close	kick	knock
color	listen	lie
comb	live	meet
cough	melt	mend
count	need	obey
cry	paint	reach
cut	pour	ring
dance	read	pave
draw	remember	scare
eat	scream	scratch
fall	send	sell
fight	sew	shine
find	shake	shout
finish	sing	slap
fly	skate	smile
fold	sleep	splash
follow	slide	steal
forget	smell	stop
get	sneeze	tell
give	spank	tie
go	spill	try
grow	start	
have	step	
hear	sweep	
hide	swim	
hit	swing	
hop	wear	
hug	win	
hunt		
hurt		
jump		
kiss		
know		
laugh		
leave		
like		
look		
lose		
love		
make		
march		
move		
open		
pass		
pick		
plant		

VERBS

I

play
pull
push
put
ride
roll
run
say
see
sharpen
show
shut
sit
skip
spin
stand
stay
stop
take
talk
tear
tell
thank
thing
throw
throw up (vomit)
wait
walk
want
wash
watch
water
wave
work
write
zip

Note:

1. Some verbs are both Transitive and Intransitive and can be used in Patterns 1 and 2.

   Ex. blow, write, lose, play

2. Some verbs are only Intransitive. (Vi)

   Ex. fall, go, smile

3. Some verbs are only Transitive. (Vt)

   Ex. have, need, like, make

4. Some Transitive verbs are Transform verbs. (Transform to passive voice)

   Ex. eat, bite, take, give, write

AUXILIARY VERBS

1. Auxiliaries used with the base form of the verb.

   can/could

   may/might

   shall/will

   will/would

   do/does/did

2. Auxiliaries used with the present participle.

   am/ is/ are/ was/ were

3. Auxiliaries used with the past participles.

   am/ is/ are/ was/ were/ have/ has/ had

4. Auxiliaries used with the infinitive (to and the base form.)

   have/ has/ had/ am/ is/ are/ was/ were

ADJECTIVES

I | II | III

1. NOUN DETERMINER (structure word)

Seven words always function as noun-determiners.

the, a, an
my, your, our, their

Some may function as noun-determiners at the Lower School levels:

her, his, its
some, many
another, every, each
this, that

Numerals 1-12
(in connection with
the clock)

1-31 (in connection
with the calendar)

Words 1-12

2. SIZE

I	II	III
big	long	oblong
fat	round	oval
large	square	
little	tiny	
short	triangle	
small	circle	
tall		
thin		

ADJECTIVES

I		II		III
3. COLOR				
black		tan		others as needed,
blue		blond		i.e., aqua
brown		gray		dark brown
green				light blue
orange				etc.
pink				
purple				
red				
white				
yellow				
4. QUANTITY				
all		enough		
full		more		
little		few		
many				
some				
5. QUALITY				
bad - good	dry	beautiful	icy	alive
brave	hot	busy	rough	bright
broken	new	careful	soft	dark
clean	old	cool	smooth	dead
cloudy	pretty	curly	straight	delicious
cold	wet	foggy	warm	sour
dirty	windy	hard		sweet
6. FEELINGS				
bad		afraid		disappointed
brave		angry		frightened
cross		lazy		glad
fine		mean		kind
good		proud		
happy		selfish		
hungry		silly		
mad		surprised		
sad				
sick				
sleepy				
sorry				
thirsty				
tired				
well				

ADVERBS -- ADVERBIAL PHRASES

I

QUALIFIERS

almost
too
very

after a while
away
before
downstairs

far away
fast
in
inside
maybe
now
out
outdoors
outside
slowly
soon
today
tomorrow
up
upstairs
yesterday

names of months
as needed

II

dinner
after lunch
before recess
school
supper
always
everywhere
here
the day after
tomorrow
the day before
yesterday
there
last month
last week
next month
next week
this month
this week
last fall
spring
next summer
this winter
somewhere
sometime

III

again
alone
at recess
(came) back

far
nearly
neatly
never

nicely

once
day
afternoon
one evening
morning
night
pretty soon
quickly
quietly
softly
still
then
(three) times
together
twice

PRONOUNS

I	II	III
I - me	all possessive pronouns	indefinite pronouns
my		
mine	my	another
you	his	each other
your	her	one - the other
he - him	its	one - the others
she - her	your	nothing
it	our	something
we - us	their	
they - them		reflexive pronouns
this-that	these - those	myself
	someone	himself
	everyone	herself

Note: Some pronouns function as noun-determiners.

PREPOSITIONS

I	II	III
around	about	above
down	after	across
for	at	because of --
in	before	beside
of	behind	near
on	between	over
to	by	
under	from	
up	from -- to --	
with	in front of	
	into	
	off	
	out of	
	through	

CONJUNCTIONS

I	II	III
and	but	because
	or	that
		who

LOWER SCHOOL

LANGUAGE DEVELOPMENT

LEVEL I - FIRST YEAR

I. Language Lessons Based on Concepts
(See Outline, "Needed Concepts" - Level I)

A. Concepts of Self:

1. All people have names.

   a) Names of family members
   b) Names of classmates and teacher

2. Body parts

   a) Hands, arms, face, nose, eyes, mouth, teeth, ears, legs, feet.
   b) Care of body: Wash, bathe, brush teeth and hair.

3. Food for growth

   a) Kinds of food
   b) Three meals a day
   c) Preparation of food

4. Clothing

   a) Clothing for boys and for girls
   b) Appropriate clothing according to weather

5. Daily routines and activities at home

6. Feelings

B. Concepts of Social Relationships:

1. Members of family do different things.

2. Fathers, mothers, and children do things together.

3. People at school have different roles.

4. Other people help: Bus driver, doctor, dentist, policeman, fireman, mailman.

C. Concepts of Physical Environment:

1. Home is where we live.

2. Children have toys.

3. Children have pets.
    a) Kinds of pets
    b) Care of pets

4. Some animals live on a farm.

5. School routines.

6. Observance of special days: Halloween, Thanksgiving, Christmas, Valentine's Day, Easter, Birthdays.

7. Introduction to different stores: for food, clothing.

D. Starter Concept Cards, by Scott, Foresman & Co. are used. They are useful for language and speech.

See Guide - Lower School, Level I, "Outline of Units"

II. Procedure in Developing Language Lessons.

A. Materials used:

1. Family figures (dolls)

2. Objects appropriate to the lesson

3. Flannelgraphs

4. Pictures: single and in sequence

5. Stand-ups

6. Filmstrips and movies

7. Books

B. Selection of vocabulary appropriate to the concept.

C. Lesson written in sentences using the basic Sentence Patterns.

D. Lesson presented.

E. Lesson repeated using different materials and situations.

F. Lesson written on a chart after the presentations.

III. Examples of Language Lessons.

See Guide - Lower School, Level I

IV. Development of Five Charts, One for Each of the Five Basic Sentence Patterns.

A. When to begin the five charts:

1. This depends upon the class in terms of number of years of a good preschool language program.

2. With children six years of age, having had a language program, the teacher can begin the charts six to eight weeks after school begins in September.

B. Procedure:

1. Sentences from language lesson charts are selected by the teacher. Some sentences can come from daily events or "news".

2. The sentences must be understood by the pupils before the teacher prints them on the charts.

3. The number of sentences on any one of the five charts is built up gradually.

4. The charts for Patterns 1 and 2 are started first.

5. There will be more sentences for Patterns 1 and 2 than the other three.

6. It is important to have a variety of Who and What words and only a few pronouns.

7. Each chart has the heading "Sentences". No Sentence Pattern number is put up at this time.

C. Sample charts with the five Sentence Patterns:

See Guide - Sample Charts, Level I

V. Questions

A. Questions have been oral in the preschool and continue to be until the children can read sentences. Then the written question can be used.

B. Appropriate questions orally:

Who came? etc.
What ran? etc.
Who is that? What is that?
Where is __________?
Where did __________ go? etc.
When did __________ go? etc.
What color is __________?
How many __________?
What happened?

C. Questions of request:

May ________________? Can _______________?

VI. Analysis of Sentences on the First Chart.
(These are Sentence Pattern 1)

A. Preliminary question work.

1. Teacher writes question on the board. Example: Who fell?

2. Pupil selects the sentence from the chart. Example: Lori fell.

3. This is done with other sentences on the chart.

4. This is somewhat like a game, but is preparation for the following analysis.

B. Procedure of analysis for Who.

1. Teacher writes sentence on the board.

Bobby fell.

2. Teacher writes question:

Who fell?

3. Child answers and teacher writes Who over Bobby.

4. The verb symbol is put under fell.

Example: $\overset{\text{Who}}{\text{Bobby}}\ \underline{\underline{\text{fell}}}$.

5. Each Who sentence on the chart is done.

6. The term VERB is introduced as the meaning of the symbol $\underline{\underline{\hspace{4em}}}$.
"This is the verb."

C. Procedure of analysis of What.

1. Teacher writes sentence on the board.

Our hands grow.

2. Teacher writes question:

What grow?

3. Child answers and teacher writes What over hands.

4. The verb symbol is put under grow.

Example: $\text{Our}\ \overset{\text{What}}{\text{hands}}\ \underline{\underline{\text{grow}}}$.

5. Each What sentence on the chart is done.

6. The term VERB is continued. "This is the verb."

D. The formula for Sentence Pattern 1 is presented. "Sentence Pattern 1" is written on the chart.

1. Sentences on the chart are reviewed with the questions:

Who __________? What __________? What is the verb?

2. Children write answers to the questions: On the board and on paper. This is the beginning of written sentences.

E. Difference between Who and What must be understood. This is a very important concept. It requires continuous reinforcement.

1. Who is one person or people. They talk.

2. What is a thing. It doesn't talk.

3. Example of one lesson: The subject is given and the pupils complete the sentences.

A girl is a person.
A boy is a person.
Father is a person.
A fish is not a person.
A dog is not a person.
A clock is not a person.

4. Example of another lesson: Sentences can be written on the board or chart paper. The Who words (people) are underlined with one color crayon and the What words (things) with another.

5. Collages can be made by the children, one for Who and one for What.

VII. Analysis of Sentences on the Second Chart.
(These are Sentence Pattern 2)

A. Procedure of analysis:

1. Teacher writes sentence on the board.

Paul washed his face.

2. Teacher writes question:

Who washed his face?

3. Child answers and the teacher writes Who over Paul.

4. Teacher writes question:

   What did Paul wash?

5. Child answers and teacher writes What over face.

6. Teacher asks question:

   What is the verb?

7. The verb symbol is put under washed.

   Example: $\overset{\text{Who}}{\text{Paul}}$ $\underline{\underline{\text{washed}}}$ his $\overset{\text{What}}{\text{face}}$.

8. Each sentence on the chart is analyzed.

B. The formula for Sentence Pattern 2 is presented. "Sentence Pattern 2" is written on the chart.

1. Sentences on the chart are reviewed with the questions:

   Who ____________? What ___________? What is the verb?

2. Answers are written on the board and on paper.

NOTE: Sentences on the other three charts are analyzed the second year.

VIII. Difference Between Pattern 1 and Pattern 2 Must be Understood.

NOTE: This step may not be done the First Year. In that case, it is done the beginning of the Second Year.

A. Explanation of words that tell Where and When.

1. Sentence Pattern 1 may have words after the verb, but they are not What words.

   Example: We played outside. "Outside" is Where, not What.
   You can stop after "Played" and say: We played.

2. Sentence Pattern 2 must have a What word or Whom word after the verb.

3. Sentence Pattern 2 with a Where word or phrase is explained.

   Example: Bobby brought a ball $\overset{\text{Where}}{\text{to school}}$.

4. All the Where words in the sentences on the charts are marked.

5. The same procedure is followed to explain When words.

6. The addition of a When word does not change either Sentence Pattern 1 or Sentence Pattern 2.

                                          When
Example: Bobby came yesterday.   Pattern 1
                                                    When
Bobby brought a ball yesterday.   Pattern 2

B. Sentence Patterns 1 and 2 are analyzed and identified. "News" sentences can be analyzed.

C. Original sentences can be attempted.

IX. Principles of Syntax.

A. Singular and plural of nouns.

B. Verbs: mainly past tense, but present and future as needed.

1. Concept of "now, before and after" taught.

2. Present progressive used, but not in sentences that are analyzed. This can lead to confusion until Sentence Patterns 3, 4, and 5 are analyzed.

3. Contractions used by the teacher when natural.

4. Lessons on concept of a particular verb.

Example: give; grow

See Guide - Lessons on Concept of a particular verb.

C. Pronouns as needed.

D. Adjectives (See Vocabulary).

E. Adverbial words of time (When) and place (Where).

F. Prepositions as needed in the adverbial phrases.

G. Conjunction and.

X. Written Language.

A. School and home activities developed by the class with the teacher.

B. An objective for the year should be two, three or more original sentences written by each pupil by the end of the year.

C. First simple letter, probably to parents, developed by the teacher with the class.

See Guide - Sample Original Sentences

XI. Punctuation and Capitalization.

The teacher should be aware of the use of the following:

A. Punctuation

1. Period at the end of a sentence.
2. Question mark.
3. Comma when needed.
4. Apostrophe in contractions.

B. Capitalization

1. First word in a sentence.
2. Names of people.
3. Days of the week.
4. Pronoun I.

XII. Idioms and Expressions.

Yes.
I know.
All right.
Stop that.
I forgot.
Hurry up.
Stand still.
Look out.
I'm finished.
Please move.
Be careful.
It's time.
That's all.

No.
I don't know.
O.K.
Excuse me.
Please.
I'm sorry.
Thank you.
You're welcome.
Good morning.
Hello. Hi.
Good-bye.
Oh, boy.
Wow! Ouch!

LOWER SCHOOL

LANGUAGE DEVELOPMENT

LEVEL II - SECOND YEAR

I. Sentence Patterns

A. Review of analysis and identification of Sentence Patterns 1 and 2.

1. Difference between Pattern 1 and Pattern 2 must be understood.

2. See Level I - First Year VIII

See Guide - "Examples"

B. Lessons on Who and What using More Reading, 2, a help-yourself reading workbook for ages 6-10, published by Whitman Publishing Co., price 49¢. This can be optional, but is helpful as a supplement.

C. Language lessons based on concepts. (See Outline, "Needed Concepts" - Level II)

II. Procedure of Analysis of Sentences on Third, Fourth and Fifth Charts.

A. Sentences on the three charts are read and the verbs underlined or listed on the board.

1. The similarity of the verbs (tenses of be) are pointed out.

2. The present, past and future tenses of be are explained in relation to:

now - Today is ________.
before - Yesterday was ________.
after - Tomorrow will be ________.

3. The present and past can be further explained:

Bobby is in the room. (Bobby leaves.)
Bobby was in the room.

4. The verbs in sentences on Sentence Pattern 1 and Sentence Pattern 2 charts are pointed out to show the difference between these verbs and the tenses of the verb be.

5. A small chart on the present, past and future of be is written. This is the only verb with eight distinct forms instead of five.

   Base form: be
   -ing form: being
   -s form: am, is, are
   -ed form: was, were
   -en form: been

B. Analysis of sentences on the fifth chart is done first. (These are Sentence Pattern 5)

1. Teacher writes sentence on the board.

   Mary is outside.

2. Teacher writes question:

   Where is Mary?

3. Child answers and teacher writes Where over outside.

4. Teacher writes question for Who.

5. Teacher asks: What is the verb?

6. Analysis:

   Who Where
   Mary is outside.

7. Each sentence on the chart is analyzed.

8. The formula for Sentence Pattern 5 is presented. "Sentence Pattern 5" is written on the chart.

C. Analysis of sentences on the fourth chart is done next.

1. Teacher writes sentence on the board.

   Lee is the helper.

2. Teacher writes question:

   Who is the helper?

3. Child answers "Lee" and teacher writes Who over Lee.

4. Teacher writes question:

   Who is Lee?

5. Child answers "the helper" and teacher writes Who over helper.

6. Teacher asks: What is the verb?

7. Analysis:

   Who Who
   Lee is the helper.

8. The sentence is written two ways to show that both Who's are the same.

   Lee is the helper.

   The helper is Lee.

9. Each sentence on the chart is analyzed.

10. The formula for Sentence Pattern 4 is presented. "Sentence Pattern 4" is written on the chart.

D. Analysis of sentences on the third chart is done last. This is the most difficult of the three to explain because several question forms have to be used.

1. Example: The flag is red, white and blue.

   Question: What color is the flag?

2. Example: Mary is sick.

   Question: How does Mary feel?

3. Example: It is sunny.

   Question: What kind of weather is it?

4. The word adjective is introduced as a word for all of these words in Sentence Pattern 3.

5. Each sentence on the chart is analyzed: Who ________? What ________?

   What is the verb? and the appropriate question for the adjective.

   Who Adj.
   Example: Mary is sick.

6. The formula for Sentence Pattern 3 is presented. "Sentence Pattern 3" is written on the chart.

7. Lessons on adjectives are found in More Reading.

   See Guide.

E. Lessons on identification of Sentence Patterns 3, 4, and 5.

III. Sample Lessons on the Five Sentence Patterns.

- A. Sample lesson on "We Eat Fruit".
- B. Sample lessons on all five Sentence Patterns.

See Guide.

IV. Question Forms.

See Level I.

- A. Questions asked orally and written.

Added to Level I

Whose ________?
What kind of __________?
How __________ feel?
What size ___________?
What do (does) _________ do?
What did _________ do?

- B. Questions by the pupils encouraged.

Work on this will be done in Level III.

V. Development of New Charts With the Introduction of the Reader, Ready to Roll.

- A. This is the first reader of the Open Highway Series by Scott, Foresman and Company.
  - 1. Probably by January the Readiness Test based on the Starter Concept Cards can be given to see if the pupils are ready for the first reader.
  - 2. Supplementary materials include duplicating masters and a workbook, Read and Write.
- B. The Sentence Pattern Charts used to present and analyze the five Patterns are taken down, and new charts are started.
  - 1. Sentences from the stories in the reader are put on these charts.
  - 2. This is done only after a story has been read and understood.
- C. The first story, "Goldilocks and the Three Bears," is excellent in recognizing Sentence Pattern 3.
  - 1. It is felt Pattern 3 is understood after this story.

2. Examples of the sentences:

    This porridge is too hot.
    This porridge is too cold.
    This porridge is just right.
    This chair is too hard.
    This bed is too soft.

D. Samples of the new charts.

See Guide.

NOTE: It should not be necessary to continue charts after this year unless the work of Levels I and II is not covered by the end of the second year.

VI. Principles of Syntax.

A. Nouns: Who and What

1. Singular and plural of nouns. Irregular plurals as needed.

2. Compounds as subjects and objects.

    John and Mary came.
    Mary has a cat and a dog.

3. Possessive form as needed and explained.

    John's dog ran away.

B. Verbs

1. Present, past and future tenses.

Terms Present, Past, and Future taught.

2. Compound verbs used.

    Joe ran and fell.

3. Negative used with the verb.

    Laura did not come.

4. Present and Past Progressive as needed, but not in sentences to be analyzed at this level.

C. Pronouns

1. Term not used yet, but analyzed as Who or What.

Example: $\overset{\text{Who}}{\text{John}}$ went swimming.

$\overset{\text{Who}}{\text{He}}$ hit his head.

2. Important for pupils to understand that "he" stands for "John".

3. All personal pronouns used.

D. Adjectives (See Vocabulary)

1. Used after the verb be in Sentence Pattern 3.

2. Used before a noun (Who--What).

E. Adverbs and adverbial phrases (See Vocabulary)

1. Adverbs of time. (When)

2. Adverbs of place. (Where)

3. Incidental use of adverbs of manner. (How) Example: fast, slowly.

F. Prepositions - as needed and used in adverbial phrases.

G. Conjunctions

1. Use of and in compound elements.

2. Use of and in a series.

VII. Written Language

A. Emphasis on original sentences by the pupils.

1. Daily happenings.

2. Special events.

3. Science and social studies concepts.

4. Analysis and identification of their sentences.

B. Concept of a paragraph developed.

1. Three sentences are written about something that happened or about some "thing".

2. Can be introduced about February or March.

NOTE: Too often paragraphs are developed on a time sequence, what was done on Saturday, Sunday, etc.

3. Samples of paragraphs are written by the teacher.

> Bobby went to the store. He bought a ball. He played with the ball.
>
> Miss Spang gave us some candy. We ate the candy. It was good.
>
> Miss Hamel went to the store. She bought a newspaper. She walked home. She found some gum. Someone lost the gum.

4. Paragraphs can be "models" just as Sentence Patterns are models of sentences. Term paragraph is taught.

C. Experience charts are written by the teacher in paragraph form by the end of the year, but not before a paragraph has been introduced.

VIII. Punctuation and Capitalization

A. Same as Level I.

B. An addition: apostrophe to show possession.

NOTE: Paula Menyuk in Sentences Children Use (p. 26), calls punctuation marks intonational markers. This is very descriptive of the functions of a period, question mark and exclamation mark.

IX. Idioms and expressions

Same as Level I

Additional ones as appropriate.

X. Evaluation lessons at the end of the year.

See Guide.

LOWER SCHOOL

LANGUAGE DEVELOPMENT

LEVEL III - THIRD YEAR

I. Sentence Patterns

A. Review of the five Sentence Patterns; analysis and identification.

See Guide - Level III

B. Language lessons based on concepts.

(See Outline, "Needed Concepts" - Level III)

C. Expansion of kernel Sentence Patterns using adjectives, adverbials and possessives.

1. Two big balloons broke.
2. The boys played basketball Monday afternoon.
3. The boys played basketball in the gym.
4. John's father is a policeman.
5. Tom ran fast.
6. He went to the store for milk.

NOTE: Expansions are called transformations, but at this level the concept of expansion is preferable to the term transformation.

D. Transformations combining two kernel sentences.

1. Two Sentence Pattern 3 sentences combined:

Example: The dog is black.
The dog is small.

The small dog is black.

2. Sentence Pattern 2 and Sentence Pattern 3 combined:

Example: Mary bought a dress.
The dress was pink.

Mary bought a pink dress.

3. Sentence Pattern 3 and Sentence Pattern 4 combined:

Example: Dale is a boy.
He is good.

Dale is a good boy.

NOTE: In combining two (or more) sentences, one sentence has been embedded in another.

See Guide - "Exercises on Transformations", Level III

E. Introduction of the transform of Sentence Pattern 5. "There" is frequently used as an introductory word to transform basic Sentence Pattern 5.

Example: A bird is in the tree.
There is a bird in the tree.

The term "expletive" is taught the next year.

F. Introduction of the adverbial clause because (Why).

G. Use of direct discourse in Sentence Pattern 2.

what
Example: Mary said, "I have a baby sister."

H. Use of the infinitive in Sentence Pattern 2.

what
Example: I like to swim.

See Guide for examples.

II. Question Forms

See Levels I and II.

A. Additional questions:

1. See III D - Adjectives

2. How ____________? (Manner)

3. Why ____________? (Because)

4. Questions from Sentence Pattern 3.

Is it cold?
Was the snow deep?
Are you happy?
Were you sick?

5. Does __________? Do __________? Did __________?

B. Questions asked by the pupils.

(Questions are transformations of sentences.)

See Guide - "Questions Developed from Sentences", Level III

III. Principles of Syntax.

A. Nouns: Who and What

1. Continue plural of nouns.

2. Explanation of the use of three noun-determiners (a, an, the) that signal a noun (Who or What) following the (n-d).

a. a with words beginning with a consonant sound.

b. an with words beginning with a vowel sound.

c. the used with nouns repeated.

3. Classification and categories.

See Guide - "Lessons on a Unit of Food".

4. Partitives (a box of candy) taught when needed in conjunction with concepts related to food, clothing, etc.

At this level in analyzing sentences, the phrase (a box of candy) is "what".

B. Verbs

1. Continue Level II. Teach term tense.

2. Verb in Sentence Pattern 4 is not always "be".

See Guide - "Sentence Patterns in Arithmetic"

3. Present and past progressive used in sentences to be analyzed. This requires explanation of the term "helper" verb.

Example: John $\overset{\text{helper}}{\text{is}}$ $\overset{\text{verb}}{\text{climbing}}$ the big tree.

NOTE: Since the verb "be" in Sentence Patterns 3, 4, and 5 is well understood, its use as a helper in the present and past progressive is not a problem.

4. Imperative

Example: "Come."

Analyzed as Sentence Pattern 1: You come.

NOTE: Imperative is used in Readers.

5. Auxiliary *do* explained in relation to its use in questions.

   a. In a sentence where the verb is active and has no auxiliary, we have to add a form of *do* to transform the sentence into a question. Use of the past tense comes first.

      Example: Mary came to school.

      Did Mary come to school?

   b. At this level the word "helper" is used instead of "auxiliary".

      See *Guide* - "Explanation of Verb Form"

C. Pronouns

1. The word "pronoun" taught for all personal pronouns.

   See *Guide* - "Use of Pronouns"

2. Indefinite pronouns: someone, everyone, something, nothing

3. Demonstrative pronouns: this — these; that—those

   These words also function as noun-determiners.

D. Adjectives (See Vocabulary)

1. Adjectives used with the question forms:

   What color ___________?
   How many _____________?
   What size _____________?
   What shape ___________?
   What kind of __________?
   How _____________ feel?

2. Numerals and ordinals.

   a. I have *ten* fingers.

   b. John is first.

3. Order of adjectives. If this is a problem, number precedes size, quality, or color.

   I saw *three* *blue* parakeets.
   John has *two* *big* cats.

E. Adverbs and adverbial phrases. (See Vocabulary)

1. Of place - He went *to the store*.

2. Of time - We came *at 8 o'clock*.

   3. Of manner - I walk fast.

   4. Adverb clause Why (because).

   5. Use of adverbs of degree: very, too as needed.

      See Guide -"Adverbials"

F. Prepositions (See Vocabulary)

   1. Adverbs and prepositions.

      a. Adverb as part of the verb: He looked up the word.

      b. "Up" as a preposition: He looked up the hill.

   2. A verb-adverb combination such as (a) is a separable verb. The sentence can be written: He looked the word up.

      See Guide - "Adverbs and Prepositions", Level III

G. Conjunctions

   1. Use of and in double-base transformations (compound sentences).

   2. "Because" in an adverb clause.

IV. Written Language

A. Emphasis on original sentences.

   1. Content from concepts developed in language lessons.

   2. Structure and syntax from work on Sentence Patterns.

B. Paragraph development continued.

   1. Used by the teacher.

   2. Developed with the pupils.

C. Questions and answers written by the pupils.

See Guide - 1) "Lessons on The Very Best of Friends", Level III
2) "An original Story"
3) "Lesson on a Unit of Food"
4) "Language Developed From a Filmstrip"
5) "Reading and Language"
6) "Examples of Science Lessons"

D. Simple letter -- to parents or a friend.

V. Punctuation and Capitalization.

A. Punctuation

1. Pupils learn "period" and "question mark." (Intonational markers)

2. Use of comma to separate days of month from year in a date.

3. Use of apostrophe to show possession and in contractions.

4. Quotation marks as needed.

B. Capitalization

1. First word in a sentence.

2. Names of people.

3. Pronoun *I*.

4. Names of days, months and holidays.

5. Names of places: Rhode Island School for the Deaf, etc.

VI. Idioms and Expressions

Never mind.
Sleepy head.
That's funny.
That's good.
That's right - wrong.
________ had fun.
________ had a good time.
That's too bad.
That's mine.
Maybe.
I need ___________.

Slow poke.
Don't bother me.
Come here.
Guess.
Help me, please.
It's my turn.
I'm tired.
Hurry up.
She's first.
He's last.

VII. Evaluation Lessons at End of the Year.

See *Guide*.

LOWER SCHOOL

LANGUAGE DEVELOPMENT

LEVEL IV - FOURTH YEAR

I. Sentence Patterns

A. Review of third year Sentence Pattern analysis.

See Guide - Level IV

B. Language lessons based on concepts.

(See Outline "Needed Concepts", Level IV)

See Guide - Seasons
Halloween
Thanksgiving
"A Horse for Charlie"
Stories from Reader
Science
My Weekly Reader
Shelters
Meaning of Danger

C. Continued expansion of Sentence Patterns as in Level III.

1. Use of conjunctions and and but developing double-base transformations.

See Guide - "Lessons on And, But, Because"

2. Use of How of means.

John went home by car.

3. Use of the appositive by combining two sentence Patterns.

Example: John's dog ran away.
John's dog is Skip.

John's dog, Skip, ran away.

D. Recognition of the kernel sentence when analyzing and identifying Sentence Patterns.

Basic sentence is another term for kernel sentence.

E. Summary of terms understood by the end of the fourth year:

Who, What - noun and pronoun

Verb - Present, Past, Future tenses; linking verb;
helper verb

Adjective - word, phrase, clause (who, that)

Adverb - word, phrase, clause (because)
When, Where, How, (manner & means) Why

Possessive

"There" as expletive (in sentence Pattern 5 transform)

Kernel sentence

See Guide - "A Lesson on Analysis"

II. Question Forms - See Levels I, II, III

A. Additional questions

1. See III D. - Adjectives

2. How ______________? (Means)

3. Why ______________? (Purpose)

4. Can ________? May ________?

5. Will ______________?

B. Continue "questions", oral and written by the pupils.

See Guide - "Use of the Questions"

III. Principles of Syntax

A. Nouns

1. Regular and irregular plurals

2. Term "noun" taught for Who and What.

3. Partitives continued (a pair of gloves) when needed in conjunction with concepts related to food, clothing, etc.

B. Verbs

1. Continue Level III

2. Term "linking verb" for "be" in Sentence Patterns 3, 4, 5 taught.

3. Linking verbs: feel, smell, look, taste, sound. (Sentence Pattern 3)

4. Use of "helpers" can and may.

5. Contractions of the negative form: don't, can't, etc.

6. Participles denoting:

   Where and What - John went $\overset{\text{where}}{\text{swimming}}$.

   He likes $\overset{\text{what}}{\text{swimming}}$.

   Term "participle" not used at this level.

C. Pronouns

1. Personal pronouns

2. Indefinite pronouns

   another; each other
   one - the other
   one - the others

   See Guide - "Use of Pronouns"

3. Reflexive pronouns (himself, etc.), if needed.

4. Introduction of the relative pronoun "who" as needed in an adjective clause.

D. Adjectives

1. Adjectives used with the question forms:

   How ____________ look?
   How ____________ smell?
   How ____________ taste?
   How ____________ sound?

2. Use of comparative and superlative as needed.

   a. The inflections "er" and "est" can be added to most one-syllable adjectives: strong, stronger, strongest.

   b. Adjectives of three or more syllables are usually compared with more and most: beautiful, more beautiful, most beautiful.

E. Adverbs - words, phrases, clause (because)

1. Term "adverb" taught; also "phrase" and "clause".

2. Same as Level III plus Adverb of means:

   John came by car.

   See Guide - "Lessons on Adverb How"

3. Adverb of purpose - Why - using an infinitive.

Example: Joe went to the store to buy some pop.

F. Prepositions

1. Continue difference between adverb and preposition as explained in Level III.

2. Prepositions as needed to develop concepts (Possibly in the area of science, arithmetic).

G. Conjunctions

1. Same as Level III.

2. Use of "but" in double-base transformations.

IV. Written Language

A. Continued emphasis on original sentence related to all subject areas.

B. Paragraph development continued, written independently by the pupil.

See Guide - "Development of a Paragraph"

C. Development of topics from experiences (trips, projects) related to science, social studies, reading and the concepts in the Outline for Level IV.

See Guide.

D. Simple friendly letters.

V. Punctuation and Capitalization.

A. Punctuation

Same as Level III plus:

1. Commas to separate an appositive.

2. Comma in a series.

3. Comma to separate name of city and state.

4. Word "comma" taught.

B. Capitalization

Same as Level III plus:

1. Mr., Mrs., Miss when used as part of a name.

2. Titles of stories and topics.

3. "Capital letter" taught.

VI. Idioms and Expressions - Continue Review.

Help yourself.
I'm next.
I don't understand.
It's not my fault.
I'm ready.

to catch a cold.
to throw a kiss.
hand in hand.
play a joke on.
busy as a bee.
quiet as a mouse.

VII. Use of the Dictionary by the Pupils Introduced This Year.

A. This introduces the alphabet in a meaningful way.

B. The definition or meaning of a word is understood more easily when it is related to Sentence Pattern 4.

what what
Example: To roar is to make a loud noise.

C. This is an opportunity to introduce the verb "means" as another linking verb for "is".

VIII. Evaluation Lessons at the End of the Year.

See Guide - Level IV

MIDDLE SCHOOL

LANGUAGE DEVELOPMENT

LEVEL I

I. Sentence Patterns

A. Review of Sentence Patterns

(Kernel sentence, expansions, [transformations], and syntax taught in Lower School)

1. Continue analysis and identification of sentences.

2. Continue original sentences by the pupils.

3. This year should solidify the work of Lower School.

B. Content of language lessons can come from textbooks used in Science, Social Studies, Reading, Arithmetic, etc.

1. Language is necessary to get across concepts in subject matter areas.

For example: The application of Sentence Patterns to the language of arithmetic will help clarify a process.

2. See Guide, Lower School and Middle School for examples of lessons using content of subjects.

C. Lessons on transformations.

1. Indirect object - a transform of Sentence Pattern 2 using verbs give, send, bring, take.

Example: Mrs. Jones gave Mary a birthday present.

NOTE: This has been used in Lower School as part of Sentence Pattern 2.

2. Adverbial Why as:

a. "because" clause

b. Infinitive of purpose, combining two Sentence Patterns.

Example: (1) John went home.
John was sick.

John went home because he was sick.

(2) Mary went to the store.
Mary bought some milk.

Mary went to the store to buy some milk.

3. Adjective clause as needed.

This has been introduced in Lower School, Level IV; however, combining two Sentence Patterns will clarify analysis.

Example: Mr. White is the coach.
Mr. White teaches math.

Mr. White, who teaches math, is the coach.

D. Analysis of the Sentence Pattern formulas into the basic sentence pattern of NP (noun phrase) + VP (verb phrase) is introduced.

1. A noun or its equivalent and anything that may go with it forms the noun phrase (NP).

2. A verb and anything that may go with it forms the verb phrase (VP).

Example: $\underbrace{\text{The vase of flowers}}^{\text{NP}}$ $\overbrace{\text{looked beautiful on the yellow tablecloth}}^{\text{VP}}$.

II. Question Forms - See Lower School, all Levels

A. Additional questions:

1. Which is bigger __________ or __________?

2. Who said ________________? (From Reading)

3. What did you say?

B. Continue "questions", oral and written by the pupils.

See Guide - "Lessons on Questions"

III. Principles of Syntax

A. Nouns

1. Irregular plurals continued.

2. Partitives continued.

3. Four positions of nouns in the basic sentence patterns:

a. Before a verb. All Patterns

b. After a verb as object. Pattern 2

c. After a verb as indirect object. Pattern 2

d. After a linking verb. Pattern 4

B. Verbs

1. Continue preceding Levels - Present, Past, Future tenses in affirmative and negative.

2. Continue present and past progressive.

3. Concept of a separable verb.

Example: Tom put on his coat.
or
Tom put his coat on.

"On" can be moved. It is an adverb, not a preposition. However,

He ran down the hill.

cannot be changed to,

He ran the hill down.

"Down" cannot be moved. It is a preposition.

C. Pronouns

1. Review of previous work.

2. Use of each (of) both (of)
one (of) all (of)

D. Adjectives

1. Continued work on comparative and superlative.

2. Irregular comparisons: good, better, best.

See Guide - "Comparative and Superlative of Adjectives"

E. Adverbs and adverbials

1. Most adverbs result from adding the suffix "ly" to an adjective.

Example: slow, slowly

2. Adverbial words and phrases can occupy different positions in a sentence.

Example: John went to school yesterday.
Yesterday John went to school.

F. Prepositions

1. Nine prepositions provide over 92% of all used prepositions; namely, of, in, to, for, at, on, from, with, by. Therefore, these should be understood in prepositional phrases.

2. Other prepositions as needed in developing concepts.

G. Conjunctions

1. Continue review of conjunctions that form compound sentences.

2. Continue review of "because" clause.

3. Continue use of adjective clause introduced by "Who" or "that".

IV. Written Language - See Footnote

A. Continue emphasis on original sentences. (See Lower School)

B. Paragraph development continued, written independently by the pupil.

1. Emphasis on first and last sentence in a paragraph.

2. Concept of sequence of sentences.

C. Development of topics.

1. Social Studies

2. Science

3. Special Events

4. Experiences

5. Use of two or more paragraphs as needed.

D. Friendly letters upon occasion.

E. Paragraphs from pictures to develop imagination.

V. Punctuation and Capitalization

A. Punctuation

1. Review of Lower School. All levels.

2. Comma after the complimentary close in a letter.

3. Comma in a compound sentence when needed.

B. Capitalization

1. Review of Lower School, all Levels.

2. Seasons are not capitalized.

VI. Idioms and Expressions

A. Review of Lower School.

B. Additions as they come up naturally and from Readers.

C. Possible ones:

a long time ago
now and then
Just a minute.
Wait a second.
My foot (hand, etc.) is asleep.

VII. Continue use of the dictionary, pronunciation and meaning.

Alphabet taught: The names of the letters and the sequence. The latter is necessary when using the dictionary; namely, that "d" and "e" are in the first half of the alphabet and "r" and "s" in the last half.

NOTE: A quotation from Teachers' Manual for *Writing Patterns and Practice, Book I*, 1969 by Michael Grady & Naomi Grady.

"A student who learns the standard means of written expression is more likely to transfer his acquired ability to his speech patterns than otherwise. The speech-writing synapse is two-way in nature; one stimulates the other. If the student can learn the techniques of written expression, his oral expression will improve, too."

MIDDLE SCHOOL
LANGUAGE DEVELOPMENT
LEVEL II

I. Sentence Patterns

A. Reinforcement of work done in Level I.

B. Infinitive of purpose after the verb "use".

Example: We use a shovel to dig a hole.

See Guide - "Infinitive of Purpose"

C. Adverbial clause using "when".

1. Review adverbial words and phrases that tell "when".

Examples: John came yesterday.
It rained in the morning.

2. Combine two Sentence Patterns.

Example: The pupils went home.
The bell rang at 3 o'clock.

The pupils went home when the bell rang at 3 o'clock.

See Guide - "Modification-Adverbial"

D. Combine the same two sentences in different structures.

1. Using and or but.

2. Using adverbial clause "when".

3. Using infinitive of purpose.

See Guide - "Lesson on Double-base Transformations"

E. Sentence Pattern Formulas transposed to the grammatical formulas.

Pattern 1 (n-d) N V

* Pattern 2	(n-d)	N^1	V	(n-d)	N^2
Pattern 3	(n-d)	N	LV	Adj.	
Pattern 4	(n-d)	N^1	LV	(n-d)	N^1
Pattern 5	(n-d)	N	LV	Adv.	

(n-d) = noun determiner

* The indirect object is marked N^3.

F. Use of subject matter areas for language lessons.
See Guide - History Lesson

II. Question Forms

A. Review of preceding questions.

B. Additional questions:

1. How do we use a ______________?
2. What was he happy to do? (to help)
3. How happy was he? (very)
4. Is _________? Are __________? Was ___________? Were ___________? with present and past progressive.

Examples: Are you going?
Was she cooking?

C. Continue written questions. (Transformations)
See Guide - Lesson on Questions

III. Principles of Syntax

A. Nouns

1. Plurals and partitives continued.
2. A subclass of nouns: proper nouns--Mary, Providence, Christmas

B. Verbs

1. Review of previous work.
2. Difference between verbs in Sentence Patterns 1 and 2.

3. Write sentences with the same verb for each pattern.

Examples: The wind blew hard. (1)
The wind blew the clothes. (2)

4. The use of participles after certain verbs.

enjoy, fond of, tired of

Example: I am tired of reading.

5. Use of the infinitive after the adjective in Sentence Pattern 3.

Examples: She was happy to help us.
He was afraid to go home.

C. Pronouns

1. Continue previous work.

2. Pronouns formed with body, one, thing:

anybody	anyone	anything
everybody	everyone	everything
nobody	no one	nothing
somebody	someone	something

D. Adjectives

1. Comparative and superlative continued. See Guide.

2. Explanation of term "noun-determiner" (n-d).

a. Seven words always function as noun-determiners.

Articles: the, a, an
Pronouns: my, your, our, their

b. Some words often function as noun-determiners but may also appear in other positions in a sentence.

Pronouns: his, her, its.
Demonstratives: this, these, that, those.
Indefinites: all, another, any, both, enough, every, few, many (a), more, most, much, no, other, several, some, such.
Numerals: one to ninety-nine and up.

E. Adverbs

1. Continue preceding Level.

2. Adverb phrases of time (when).

One day in May.
Two days ago, etc.

3. Qualifiers that signal adjectives and adverbs: very, so, too.

very happy; very slowly

4. Verb-adverb combinations.

The fire went out.
The tree blew over.

NOTE: There is stress on the adverb.

F. Prepositions

1. Continue use of preceding prepositions.

2. A preposition may consist of two words; at this level possibly in front of, across from.

3. Additional ones: behind, beside, after, before.

G. Conjunctions

1. Review of Level I.

2. Use of "when" clause.

IV. Written Language

A. Continue original sentences.

B. Continue paragraph development.

C. Development of a composition of more than one paragraph.

D. Letters

1. Friendly

2. Thank you notes

3. Invitation and reply

E. Imaginative writing: dreams, wishes, etc.

F. Short book reports.

V. Punctuation and Capitalization

   A. Punctuation

      1. Continue Level I.

      2. Titles of books: quotation marks or underlining title.

   B. Capitalization

      1. The first word in a salutation in a letter.

      2. The first word in a complimentary close in a letter.

VI. Idioms and Expressions

   A. Additions as they come up naturally or from Readers and textbooks.

   B. Possible new ones:

to make a promise
to break a promise
to make fun of
Make up your mind.
to make (one) dizzy, proud, etc.

VII. Dictionary work continued.

MIDDLE SCHOOL

LANGUAGE DEVELOPMENT

LEVEL III

I. Sentence Patterns

A. Continue reinforcement of preceding Levels.

1. Analysis of Sentence Patterns using the grammatical formulas.
2. Analysis to distinguish the kernel sentence of a transformation.

B. Use of the appositive reinforced.

See Guide - "Use of the Appositive"

C. Introduction of adverbial clauses using "after" and "before".

See Guide - "Adverbial Clauses"

D. Lesson on Transformations

1. Term "transformation" taught.
2. Review of the single-base transformations. (Expansions)
3. Review of the double-base transformations previously taught.
    - a. Coordinators "and", "but", "or".
    - b. Conjunctions (subordinate) "because", "when", "after", "before".
    - c. Pronouns "who", "that" in an adjective clause.
4. Review of the question transform.
5. Introduction of "either--or".

See Guide - "Modification"

E. Direct discourse in Sentence Pattern 2.

Mary said, "I have a baby sister." changed to
Mary said that she has a baby sister.

F. Science, Social Studies, Reading, etc. provide content for developing sentences.

II. Question Forms

  A. Continue all previous questions.

  B. Additional questions:

    1. What did ________ say? (Indirect quotation: said that . . . .)

    2. When ________? involving concept of "before" and "after".

    3. Who ________? Which ________? involving adjective clause.

  C. Continue question transforms.

III. Principles of syntax

  A. Nouns

    1. Previous work continued.

    2. Difference between nouns that answer how many? and how much?

      a. How many men, deer, cats, etc. are there?

        These nouns can be counted.

      b. How much sugar, milk, money, etc. is there?

        These nouns cannot be counted.

  B. Verbs

    1. Review of previous work.

    2. Use of am, is, are going to, to imply future tense.

    3. Terms for verbs in Sentence Pattern 1, intransitive (V_i) and Sentence Pattern 2, transitive (V_t) taught.

    4. Linking verbs: become, seem, appear.

  C. Pronouns

    1. Continue previous work.

    2. Pronouns that function as substitutes for a noun and as noun-determiners:

Examples:
(n-d)
(a) Both girls ran.
Who
Both fell.
(n-d)
(b) Some boys play baseball.
Who
Some are good.

D. Adjectives

1. Preceding Levels continued.

2. Adjectives with multiple meanings.

   Example: dull day; dull knife.

3. Similes: as white as snow

4. Synonyms (big, large) and antonyms (big, little).

5. Irregular comparison: bad, worse, worst

NOTE: Homonyms or homophones are often introduced at this level. The study involves words identical in pronunciation, but different in spelling and meaning. Therefore, lessons in speech, auditory training, and spelling are appropriate.

E. Adverbs

1. Continue preceding Levels.

2. Comparison of adverbs like: fast, faster, fastest.

3. Irregular comparison: well, better, best.

4. Comparison using more and most: more slowly, most slowly.

5. Position determines whether the word is an adjective or an adverb.

   Example: The work is $\overset{\text{adj.}}{\text{hard}}$. Pattern 3

   He worked $\overset{\text{adv.}}{\text{hard}}$. Pattern 1

F. Prepositions

1. Continue preceding Levels.

2. Additional ones: toward, near, through, under, over, between, among, against, until.

3. A phrase modifying another phrase.

   Example: The book is on the table near the window.

G. Conjunctions

1. Review of Levels I and II.

2. Use of clauses introduced by "after" and "before".

3. Use of either--or.

4. Possible use of "until" and "as soon as".

See Guide

IV. Written Language

A. Continue sentences; all patterns, single and double-base transformations.

B. Paragraphs, one or more in a composition.

C. Friendly letters continued.

D. Imaginative stories: suggested situations.

E. Short book reports.

F. Simple outlining: used in preparation of a composition to establish sequence.

V. Punctuation and Capitalization

A. Punctuation

1. Review of all previous rules.
2. Comma to set off a direct quotation.
3. Term "quotation marks" taught if not known.

B. Capitalization

1. Review of previous rules.
2. First word in a direct quotation.
3. Proper adjectives as needed (American flag)
4. Initials as needed.

VI. Idioms and Expressions

A. Expressions found in Readers.

B. Similes (See adjectives)

C. Figurative meanings:

catch a bus
catch a cold
pick up your feet
eyes popped
throw out your chest
a pat on the back
all thumbs
butter fingers

VII. Dictionary work continued.

UPPER SCHOOL

LANGUAGE DEVELOPMENT

LEVEL I

I. Sentence Patterns

   A. Continue reinforcement of work done in Middle School. Check Level III in particular.

   B. Adverbial clause using while, as soon as, until, where.

      See Guide - "Adverbial Clauses"

   C. Lessons on Transformations

      1. Single-base and double-base transforms involving the syntactic functions listed at this level.

      2. Question transforms continued.

II. Principles of Syntax

   A. Nouns

      1. Singular and plural.

      2. Agreement with verb.

      3. Functional position in a sentence.

   B. Verbs

      1. Agreement with subject.

      2. Auxiliary have for the "-en form" (Present Perfect)

         a. Review auxiliaries from "be" (8 forms) and auxiliary "do" (does, did).

         b. In basic sentences the auxiliary "be" is always followed by the ing form of the verb, the present participle:

            is writing, was going.

         c. "Have" is followed by the -en form of the verb, the past participle:

            have written, has gone.

d. "Do" is followed by the base form of the verb:

do talk, does work.

e. These auxiliaries, also, function as full verbs in English:

He is sick. He has a cold.

3. Verbs say, tell, ask, particularly the past tense said, told, asked in direct and indirect discourse. These are verbs used in Sentence Pattern 2.

C. Pronouns

1. Learn term "antecedent".

2. Agreement of pronoun with its antecedent.

D. Adjectives

1. Continue comparison of new adjectives.

2. Continue similes as they come up.

3. Continue synonyms and antonyms.

4. Adjective from a noun: America; American people.

E. Adverbs

1. Continue work of preceding Level.

2. Comparison of irregular: little, less, least.

3. Position of adverbial structures varies in sentences.

F. Prepositions

1. Continue preceding Levels.

2. Additional ones as needed or found in reading.

G. Conjunctions

1. Continue preceding Levels.

2. Use of while, as soon as, until, where introducing clauses.

III. Written Language

A. Continue sentences; all patterns, single and double-base transforms.

B. Paragraph writing continued.

  1. Model paragraphs can be selected from readers and textbooks or can be written by the teacher.
  2. As a kernel sentence can be expanded, so can a sentence (an assertion) be expanded.
  3. Statements must be arranged in order.
  4. Preparation before the final writing of a paragraph may take three or four days.

See Guide - "Development of a Paragraph"

C. Compositions

  1. Events at school.
  2. Book reports.
  3. Related to subject areas.

See Guide - "Development of a Composition"

D. Letters

  1. Friendly
  2. Thank you
  3. Invitation and reply
  4. Sympathy (if occasion arises)

IV. Punctuation and Capitalization

A. Punctuation

  1. Review all preceding Levels.
  2. Comma before "but" and "and" in a compound sentence when needed.
  3. Quotation marks around a direct quotation.

B. Capitalization

Review of all preceding Levels:

  1. Names of persons.
  2. Names of places, city, town, state.

3. Names of days, months, holidays.
4. First word in a sentence.
5. First word in a direct quotation.
6. First word in a short answer.
7. Mr., Mrs., Miss, Dr. when used with a name.
8. Mother and Father when used alone as a name (also Aunt and Uncle)
9. Names of titles of stories, books, topics, magazines, movies.

V. Idioms and Expressions

Metaphors (If pupils use adjectives easily and well)
Derived from characteristics of:

Animal	Ex.	pussy foot, horse sense
Plant	Ex.	cheeks bloomed like a rose
Metal	Ex.	an iron fist
Parts of body	Ex.	head of the stairs

UPPER SCHOOL

LANGUAGE DEVELOPMENT

LEVEL II

I. Sentence Patterns

A. Review of preceding Level.

B. Adverbial clause using *as--as*; *than*. This involves use of adjectives.

C. Post-nominal modifier, the relative clause introduced by *who*, *which*, *that*.

1. Examples of clauses in each Pattern.

Pattern 1 The snow *that fell last night* will soon melt.
Pattern 2 John made the basket *that won the game*.
Pattern 3 The children *who play outdoors* are healthy.
Pattern 4 Mr. Jones is the man *who lives next door*.
Pattern 5 The boy *who had an operation* is in the hospital.

2. See *Guide* - "Relative Clauses"

D. Review of double-base transformations using a coordinator: *and*, *but*, *or*, *nor*, *for*, *so*.

E. Question forms as needed.

II. Principles of Syntax

A. Nouns

1. Continue preceding Level.

2. Compound as needed: brother-in-law, etc.

B. Verbs

1. Continue preceding Level.

2. Modal auxiliaries: can/could; may/might; shall/should; will/would.

a. These modals retain the same form for all persons.

He, she, it, they *can*, *may*, etc. *run*.

b. Tense of the modal is determined by the tense of the preceding verb:

(1) When I am older, I can drive a car.
(2) When Sam was sixteen he could drive a car.

C. Pronouns

1. Continue work of preceding Level.

2. Learn term "agreement".

Example: The boy gave his book to Mary. She (Mary) didn't like it (book).

D. Adjectives

1. Continue preceding Levels.

2. Compound adjectives (as they come up in reading).

Example: well-made; good-hearted

E. Adverbs

1. Continue preceding Levels.

2. Position of an adverb is a way of varying emphasis (stress).

Examples:
a. He has changed his mind suddenly.
b. He suddenly has changed his mind.
c. He has suddenly changed his mind.
d. Suddenly he has changed his mind.

F. Prepositions: additional ones as found in reading.

G. Conjunctions

1. Continue preceding Levels.

2. Use of as--as, than introducing clauses.

3. Use of both ——— and.

III. Written Language

A. Continue writing sentences.

B. Paragraphs continued. See preceding Level.

C. Compositions

    1. Imaginative stories.
    2. Reports on books, movies, sports, etc.
  D. Letters
    1. Same as preceding Level.
    2. Simple business letter--possibly to order something.

IV. Punctuation and Capitalization
  A. Punctuation
    1. All preceding Levels.
    2. A comma to separate "yes" and"no" in an answer.
    3. A comma to separate "too" at the end of a sentence.
  B. Capitalization - all preceding rules.

V. Idioms and Expressions
  A. Verb, Noun, Preposition phrase

Example: Catch sight of
Take part in
Ask a favor of
Take charge of

  B. Metaphorical use of verbs

Example: Her eyes twinkled.
Her eyes danced.
She leaped for joy.

UPPER SCHOOL

LANGUAGE DEVELOPMENT

LEVEL III

I. Sentence Patterns

A. Review of preceding Level.

B. Adverbial clause using if, since, in order that, so that.

C. Relative clause introduced by whom and whose.

Example: 1. The man whom you met is a baseball star.

2. The man whose son was wounded works for the government.

II. Principles of Syntax

A. Nouns: Continue preceding Levels.

B. Verbs

1. Continue preceding Level.

2. Modal auxiliaries: Must, ought (to)
They have no past tense.

3. Present participles:

a. As an adjective

(1) The smiling boy waved.
(2) The boys diving off the bridge were arrested.

b. After some prepositions

(1) She helped her mother by washing the dishes.
(2) after eating; before going to bed.

4. Past participle:

a. As an adjective

(1) The wounded man almost died.

b. After a noun

(1) The man, wounded in an auto accident, almost died.

See Guide - "Use of Present Participle"

5. Auxiliary had for the Past Perfect, in transformational grammar called the "en--Form".

a. It is used in double-base transforms that have clauses.

Example: John had left before I arrived.

b. The action occurred prior to a "past" action.

C. Pronouns: continue preceding Levels.

D. Adjectives: continue preceding Levels.

E. Adverbs and adverbials: Review.

1. Time - now, then, immediately

2. Place - anywhere, down, in

3. Manner - well, slowly

4. Means - by car

5. Degree - very, too, rather

6. Cause - why

a. because clause
b. infinitive phrase

F. Prepositions: additional ones as found in reading.

G. Conjunctions

1. Continue preceding Levels

2. Use of if, since, in order that, so that introducing clauses.

3. Use of not only -- but also.

III. Written Language

A. Sentences continued.

B. Paragraphs continued.

C. Compositions - See Guide - Upper School

1. Narratives

   a. Telling personal experiences.
   b. Summarizing stories.
   c. Original imaginative "stories".

2. Description

   a. Of a person
   b. Of a character from a story, etc.

3. Book reports

D. Letters

1. Friendly

2. Social notes

3. Business

   a. Simple order or request.
   b. Correct use of inside address, salutation, closing.
   c. Correct form of address and return address on envelope.
   d. Correct stationery.

E. Outlining: Brief statements of steps in a story or events in an article.

IV. Punctuation and Capitalization

A. Punctuation

1. All preceding Levels.

2. A comma after an adverb clause that comes first in a sentence.

3. A colon after the salutation in a business letter.

B. Capitalization

1. All preceding rules.

2. The first word in a line of poetry.

V. Idioms and Expressions

A. Continue metaphors.

B. Others: all of a sudden
once in awhile

See A Dictionary of Idioms for the Deaf

UPPER SCHOOL

LANGUAGE DEVELOPMENT

LEVEL IV

I. Sentence Patterns

A. Passive Voice Transformation

Example: The Girl Scouts planted the flowers.
The flowers were planted by the Girl Scouts.

See Guide - "The Passive Voice Transformation"

B. Summary of noun modifiers.

1. Single word modifier before a noun

Examples:

noun determiner	two dresses
adjective	old dress
noun adjunct	silk dress
noun possessive	Mary's dress
participle (present)	burning toast
participle (past)	burned toast

Combined: Mary's old silk dress . . . .

2. Adjectival phrases include:

a. Prepositional phrases

Examples:

I can see the top of the hill.	Pattern 2
The top of the hill is green.	Pattern 3
This is the top of the hill.	Pattern 4

b. Participial phrases

(1) Present participle - ing

Example:

The fire burning in the grate roared.	Pattern 1
I enjoyed the fire burning in the grate.	Pattern 2

(2) Past participle - en-form

Example:

The story written in ink won a prize.	Pattern 2
This is the story written in ink.	Pattern 4

c. Infinitive phrases

(1) to remember, to hear, to do
Example: I have work to do. Pattern 2

(2) Passive forms - to be plus past participle
Example: This is a game to be won. Pattern 4

3. Dependent clauses introduced by a subordinator (a relative pronoun or a conjunction)

a. who
Example: The speaker, who gave the Commencement Address, is my uncle. Pattern 4

b. that
Example: John has the book that I read. Pattern 2

c. whom
Example: The mayor whom the people elected will serve four years. Pattern 1

4. Appositives

Example: The speaker is my brother, a famous baseball player. Pattern 4

5. A compound composed of two or more modifiers

Example: "The pupils opening the door and entering the room"
"houses for sale or for rent" etc.

6. Modifiers can come before and after the noun

Example: The beautiful cherry trees from Japan are blooming now. Pattern 1

C. Many prepositional phrases that modify nouns are derived from relative clauses.

Examples: The wood caught on fire.
The wood that was near the stove caught on fire.
The wood near the stove caught on fire.

D. The possessive can be transformed to a prepositional phrase introduced by "of".

Examples: The principal's office is in the administration building.
The office of the principal is in the administration building.

II. Principles of Syntax.

Preceding Levels not mastered.

III. Written Language

- A. Sentences continued.
- B. Paragraphs continued.

  Methods of supporting assertions:
  1. By reasons.
  2. By illustration and example.
  3. By comparison, similarity and differences.
- C. Composition.
  1. Summaries.
  2. Reports.

     See Guide - Upper School
- D. Letters - Mastery of correct forms:
  1. Social.
  2. Business.
- E. Preparation of reports.
  1. Taking notes.
  2. Outlining, topical.
- F. Descriptions
  1. Brief description of sense impressions.
  2. Collection of vivid phrases and sentences describing motion, sound, taste, colors.

IV. Punctuation and Capitalization

- A. Punctuation
  1. All preceding Levels.
  2. A comma to separate subordinate (dependent) clauses.

   3. A period after all abbreviations.
   4. An exclamation mark after an expression of surprise.

B. Capitalization

   1. All preceding rules.
   2. Titles and words of family relationships when used with names of persons. (Uncle John)
   3. Names of languages, nationalities and races.
   4. Do not capitalize school subjects, except for languages. (arithmetic, English)

V. Idioms and Expressions

A. As found in literature.

B. Added ones such as: on the whole
as a whole

See "A Dictionary of Idioms for the Deaf" and other books of Idioms.

UPPER SCHOOL

LANGUAGE DEVELOPMENT

LEVEL V

I. Sentence Patterns

- A. Summary of adverbial modifiers.
  - 1. Adverbs

    Examples: Roses are blooming now. Pattern 1
    The sun slowly disappeared. Pattern 1

  - 2. Nouns as adverbs

    Examples: He worked all summer. Pattern 1
    He walked two miles. Pattern 1

  - 3. Prepositional phrases

    Examples: The nurse stayed in the room. Pattern 1
    He walked into the store with his dog. Pattern 1

  - 4. Participial phrases

    Example: Mary came crying down the street. Pattern 1

  - 5. Infinitive phrase

    Examples: The man came to borrow money. Pattern 1
    The judge waited to hear the decision. Pattern 1

  - 6. Dependent clause introduced by subordinators (conjunctions such as where, until, after, etc.)

    Example: The pupils came into the classroom when the bell rang. Pattern 1

  - 7. A compound composed of two or more modifiers

    Examples: She spoke slowly and well. Pattern 1
    The airplane flew over the city and up in the clouds.

B. The object complement transformation in Sentence Pattern 2.

1. The team elected John captain.

2. The teacher considered the pupils silly.

3. I saw her go.

C. The adjective complement transformation in Sentence Pattern 4.

1. John is happy to play.

2. I am sorry to leave.

II. Derivational suffixes change words from one part of speech to another. This is called functional shift.

A. Noun suffixes

1. Added to Verbs to form Nouns

-er	teach	teacher
-ment	argue	argument
-ance	accept	acceptance
-ant	assist	assistant

2. Added to Adjectives to form Nouns

-ness	kind	kindness
-ty	safe	safety

B. Adjective suffixes

1. Added to Nouns to form Adjectives

-y	dust	dusty
-ly	friend	friendly
-al	accident	accidental
-ous	fame	famous
-ful	hope	hopeful

2. Added to Verbs to form Adjectives

-ant	observe	observant
-ive	imitate	imitative
-able	believe	believable

C. Verb suffixes

Added to Adjectives to form Verbs

-en	wide	widen
-ize	fertile	fertilize

D. An interesting exercise:

Four distinct form words in all positions in four Sentence Patterns:

He is a *critic*.	(Noun - Pattern 4)
He *criticizes* everything.	(Verb - Pattern 2)
He is *critical*.	(Adj. - Pattern 3)
He speaks *critically*.	(Adv. - Pattern 1)

III. Principles of Syntax as Need is Shown in the Pupils' Work.

- A. Ungrammatical sentences.
- B. Ambiguous sentences.

See *New Dimensions in English*, Chapter 19.

IV. Written Language

- A. Sentences
- B. Paragraphs - Supporting assertions:
  - 1. By explanation.
  - 2. By description.
- C. Composition
  - 1. Book reports.
  - 2. Character sketches from literature.
  - 3. Expository writing: explaining how to do something.
  - 4. An incident from a book or movie.
  - 5. An interesting newspaper or magazine story.
  - 6. An autobiography.
- D. Letters
  - 1. Friendly
    - a. Invitation and reply (acceptance and regret).
      - (1) Formal
      - (2) Informal
    - b. Letters of thanks.
    - c. Letters of congratulations.

  2. Business
     - a. Order letter.
     - b. Answering advertisements.
     - c. Letter of application, part-time or summer work.
- E. Preparation of reports.

V. Library Skills

- A. How to use reference books.
  1. Dictionary
  2. Encyclopedia
  3. Almanac
  4. Periodicals - "Reader's Guide"
  5. Yearbooks
- B. How to use the card catalog.
- C. How to find books in a library.
- D. Know the format of a book.
  1. Preface
  2. Table of Contents
  3. Index

VI. Punctuation and Capitalization

- A. Punctuation
  1. All rules of punctuation previously listed.
  2. A comma to separate a noun of address.

     Mary, close the door.
  3. A comma to separate phrases for clarity.
  4. A semi-colon in a compound sentence to replace the coordinator.

B. Capitalization

1. All preceding rules
2. Knowledge of when to capitalize and when not to capitalize:

   doctor, professor, etc.
3. Knowledge of when to capitalize and when not to capitalize:

   north, south, east, west
4. Names of organizations, political parties, languages, nationalities
5. Names of specific places such as:

   Hope High School, but not "high school books."

VII. Idioms, expressions and figures of speech as found in reading.

STRESS, PITCH AND JUNCTURE IN SENTENCES

INTRODUCTION

With a linguistic approach to the teaching of language, there is more to be taught than syntax. Mario Pei defines a sentence as "a number of words grammatically and syntactically arranged to constitute a grammatically complete unit of meaning, and phonemically distinguished by various patterns of stress, pitch and pauses."[1]

The first part of the above definition; namely, "a grammatically complete unit of meaning", has been developed through the application of transformational grammar to the development of language with deaf children. Specifically, five Sentence Patterns have been used.

The second part of the definition of a sentence which refers to "patterns of stress, pitch and pauses" has prompted the inclusion of the intonation patterns of sentences in the language curriculum.

Pei's definition of intonation states that intonation pertains to "features of phonemic accent pertaining to the sentence rather than to the individual word," and that intonation is used "to make a syntactical or emotional distinction."

Intonation patterns have been introduced with sentence patterns from the beginning. This is not to say that teachers of the deaf have not taught phrasing, accent and pitch in speech work and auditory training, but it is doubtful if many teachers of language have recognized the contribution intonation patterns can make in better language comprehension.

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[1] Pei, Mario Andrew, Glossary of Linguistic Terminology, Columbia University Press, New York, 1966.

Therefore, the inclusion of stress, pitch and juncture in sentences completes a total linguistic approach to the teaching of language. In other words, there is meaning, also, in the way the sentence is spoken.

The following lessons were developed and taught by Mrs. Nelia Goff, Supervising Teacher, in classes throughout the school. Her presentations were introductory lessons which the teacher, then, applied in her daily language work. The consultant acknowledges Mrs. Goff's contribution to the total language program and is appreciative of her time and effort in developing this aspect of the program.

Clara A. Hamel

INTRODUCTION TO THE LESSONS

In developing the lessons on stress, pitch and juncture, the goal was to relate the work to the Five Sentence Patterns and to integrate it with the total language program.

If a class was learning to expand the kernel sentence with adjectives of color, number, etc., then this was the time to learn that a qualifying adjective carries stress. If a class was learning to put sentences together using and or but, then this was the time to learn that one carries stress and the other does not.

The language used in all the lessons was familiar to the class. It was taken from a Sentence Pattern chart, a story chart, a book with which they were familiar, a Social Studies or a Science lesson. New concepts or new vocabulary were never allowed to complicate the real purpose of the lessons; namely, the use of stress, pitch and juncture.

All lessons were taken into the classroom on overhead transparencies either in print or in cursive writing depending upon the age and ability of the class. The lesson to be learned might be the same for a number of classes, but the language used was always different.

Nelia W. Goff

I. Introductory Lesson

  A. Several outlines of the face (front view) showing different positions of speech elements were presented. These were discussed.

    1. When we talk, we use:

our teeth
our tongue
our nose
our lips
our breath
our voice box

    2. Examples:

teeth - s - some
tongue - t - toy
nose - n - no, no!
lips - p - pretty
our breath - h - hot
our voice - b - baby

  B. Outline of side view of the face showing articulators.

    1. Area of throat marked:

"This is a voice box."

    2. What the voice box does:

a. Sometimes our voice is high.
b. Sometimes our voice is low.
c. Sometimes it is strong.
d. Sometimes it is weak.

    3. Practiced modulation of speech sounds; different kinds of sounds.

NOTE: In all of the lessons, the sentences used were from the language work of the particular class being taught. Therefore, only one sample lesson will be given in this outline. With each lesson there was information for the teacher.

II. The Qualifying Adjective

  A. To the Teacher:

The final nouns in the kernel form of Sentence Patterns 2 and 4 tend to take on stress. However, when these nouns are limited by a qualifying adjective, it is the adjective that becomes the stress word.

B. Lesson in a First Year Class.

Samples: 1. I like the car.
I like the red car.

2. This is a toothbrush.
This is a pink toothbrush.

3. I see a flower.
I see a yellow flower.

4. The girl has brown hair.

III. The "Where" Phrase in Sentence Pattern 5.

A. To the teacher:

The "Where" phrase in Sentence Pattern 5 is a non-stress group of words.

B. Lesson in Lower School.

1. Mother was at home.
2. Liza was in the woods.
3. An old woman was in the woods.
4. Some porridge was in the pot.
5. Some porridge was on the floor.

C. Lesson in Middle School

The year's at the spring;
The day's at the morn;
The morning's at seven;
The hillside's dew-pearled;
The lark's on the wing;
The snail's on the thorn;
God's in his heaven--
All's right with the world!

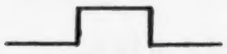
--by Robert Browning

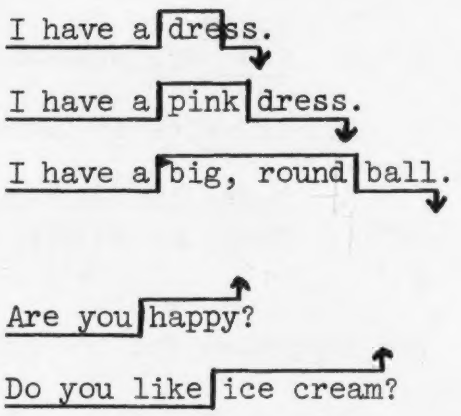
D. Use these nouns for Sentence Pattern 5; speak the sentence.

1. The squirrel ________________.
2. Three men ______________.
3. My bicycle ______________. etc.

IV. Stress Symbols.

A. Four stress symbols are used.

1.  = a high voice.



I have a dress.

I have a pink dress.

I have a big, round ball.

Are you happy?

Do you like ice cream?

2. ↓ = voice down and stop.

3. ↑ = voice up and stop.

4. o = voice low and strong.

A girl fell. $\overset{\circ}{\text{I'm}}$ $\overset{\circ}{\text{sorry}}$!

All the girls cried. $\overset{\circ}{\text{Oh}}$, $\overset{\circ}{\text{dear}}$!

Miss _________ said, "$\overset{\circ}{\text{Stop}}$ $\overset{\circ}{\text{talking}}$."

V. Lesson on Adverbs

A. To the teacher:

Most adverbs can be moved and are, therefore, called free-wheeling adverbs. On the other hand, most adjectives are tied to a noun and are, therefore, called anchored adjectives.

In intonation adjectives and adverbs are both strong words, but when they come into conflict, the adverb is likely to win.

B. For the pupils:

1. Adverbs can be moved.
2. They can be in all five Sentence Patterns.
3. They are strong in the voice box.

C. Sentences

1. The weather was sunny yesterday.
2. John walked slowly down the hall.
3. The boys are there.
4. Mr. Blackwell's baby will be a big girl soon.

Questions

a. What is the Sentence Pattern?
b. What is the adverb?
c. Mark the sentence for the voice box.

D. Move the adverbs in the sentences.

1. Yesterday the weather was sunny.
2. John walked down the hall slowly.
3. There are the boys.
4. Soon Mr. Blackwell's baby will be a big girl.

E. Pupils write sentences, given an adverb: quietly, quickly, etc.

1. Speak the sentence.
2. Move the adverb and speak the sentence.

VI. The Expletive and the Adverb.

A. To the Teacher:

The expletive "there", used in the transform of Sentence Pattern 5, is lightly stressed. On the other hand, the adverb "there" is a stress word.

B. For the pupils.

1. The expletive is low and soft in the voice box.
2. The adverb "there" is strong in the voice box.

C. Use each of the following nouns (Who, What) in Sentence Pattern 5.

1. A boy is in the hall.
2. Some people ______________.
3. A horse ______________.
4. Some candy ______________. etc.

D. Change the sentences using "there."

1. There's a boy in the hall.
2. "There" is the"expletive".

E. Answer the question:

1. Is "there" an expletive or an adverb?
2. Mark the sentence for the voice box.
    - a. There's a mouse in the house.
    - b. The paper is there.
    - c. There are many kinds of energy.
    - d. There are red berries on the tree.
    - e. The candy jar is there. etc.

VII. Terminal Juncture in Question Forms.

A. To the teacher:

1. Questions that begin with a question marker such as "who", "what", or "where" usually end with a falling juncture.

2. Questions that have no question marker usually end with a rising juncture. These are often called Yes/No questions.

B. Lesson in Lower School.

1. Questions with falling juncture.

   a. Who has blue eyes? ↓
   b. Who likes ice cream? ↓
   c. What grows on an apple tree? ↓
   d. How many fingers do you have? ↓
   e. Where is John? ↓

2. Questions with rising juncture.

   a. May I have a drink of water? ↑
   b. May I get my coat? ↑
   c. Do orange trees grow in Rhode Island? ↑
   d. Do you go home every day? ↑

VIII. Separable Verbs

A. To the teacher:

There are two tests which can be used to identify separable verbs.
1. The second part of the separable verb (the adverb) has stress.
2. The second part of the verb may be moved so that it follows the direct object.
3. Samples:
   a. Sandra blew *out* the candles.
   b. Sandra blew the candles *out*.
4. The same word can be an adverb or a preposition.
5. The preposition receives less stress than an adverb.
6. Samples:
   a. We looked *up* a word in the dictionary. or We looked the word *up* in the dictionary.
   b. However, We looked *up the street*.

B. Lessons

1. Sentences:

   a. Mother turned *off* the lights.
   b. A man cut *down* the tree, etc.

to be changed:

a. Mother turned the lights off.
b. A man cut the tree down. etc.

2. Use any Sentence Pattern you wish:

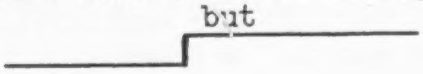
a. _______________ threw out ----------- (Where).
b. _______________ ran off ------------.
c. _______________ landed on -------------. etc.

3. Adverbs and prepositions.

a. The boys got off the bus.
b. The girls didn't get off.
c. He went out the door.
d. Come in. Stay out. etc.

IX. "And" and "But"

A. To the teacher:

1. There must always be some relationship in meaning between the coordinate parts of a compound sentence.
2. "And" and "But" are used most frequently to put sentences together.
3. "And" represents a continuity of thought. It is expressed by an arrow thus: ——and——→ and can be called cold running speech.
4. "But" represents a contrast. It is expressed by a rising juncture thus: 

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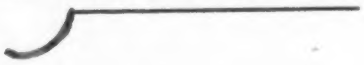
B. To the pupils:

1. When you use "and" keep your voice on the level like this: ————→
2. When you use "but" let your voice out strong and loud like this: 

C. Lessons

1. Any Sentence Pattern can be put together with any other Sentence Pattern.

Example: Mary fell.
She tore her dress.

Mary fell and tore her dress.

2. Put these sentences together using "and".

    a. I drove to Boston.
       I stayed there.
    b. I ate my lunch.
       I washed the dishes. etc.

3. Put these sentences together using "but".

    a. I hear a horse.
       I don't see one.
    b. Debbie is a good sister.
       She is a tattletale. etc.

X. Intensifiers or Qualifiers

A. Qualifiers used in irregular comparisons of adjectives and adverbs are "more--most", and "less--least".

B. Some other qualifiers are:

very
much
rather
a bit
a little
indeed

somewhat
mighty
so
too
enough
quite (=rather)
pretty (=rather)

C. A qualifier has stress.

1. He is very sick.
2. I'm mighty proud of you.
3. She is a little better today.
4. The soup is too hot. etc.

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SOURCE MATERIAL FOR TEACHERS

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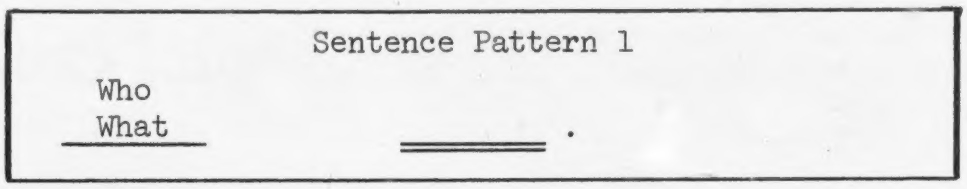
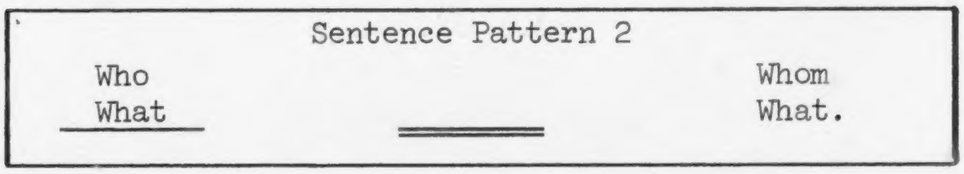
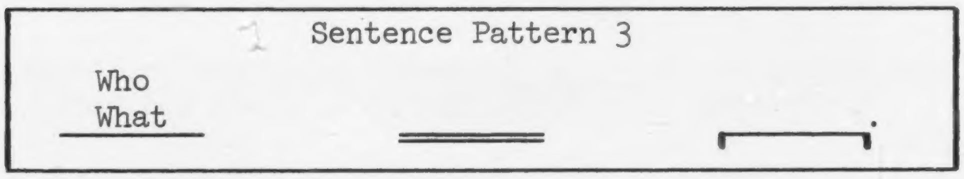
APPENDIX

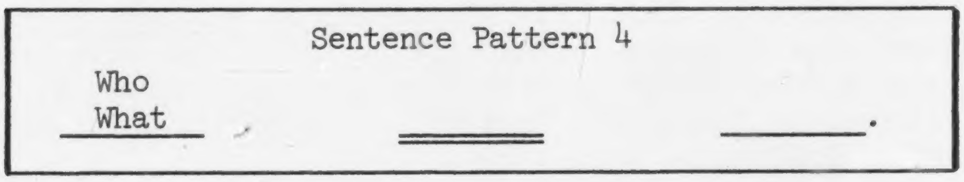
SENTENCE PATTERN FORMULAS

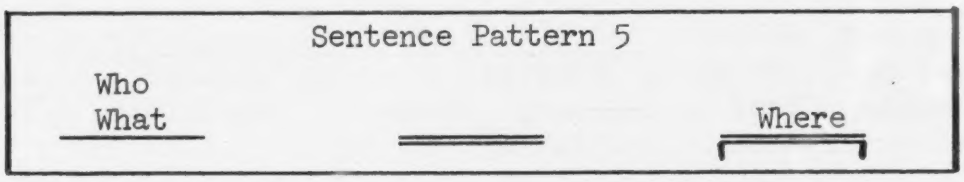
The basic Patterns are printed in black on tagboard 5 X 14 inches. The expansion headings are printed in red, 1½ inches wide.











The symbols for the basic patterns do not represent position in the sentence, necessarily. The symbols are used in a sentence whenever the word functions as such.

Who or What (as noun or pronoun) __________.
The Verb ══════════.
Adjective and adjectival phrase or clause ┌──────────┐.
Adverb and adverbial phrase or clause ╒══════════╕.

Syntactic functions that are movable:

Whose

Where

When

How

Why

.

Movable
Period

Where When

How Why

Where How When

Where How When Why

Work on expansions of basic sentences can be done using a Plymouth Chart with the above headings, or on the blackboard or overhead projector using two different colors, one for the kernel sentence and one for the expansion.